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AUTHOR Hoover, Susan

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ABSTRACT

Inappropriate behaviors, family crises, medical traumas, and poor grades or previous grade retentions affected the potential academic achievement of sixth-grade students identified as at-risk by school staff. A two-fold intervention program was developed to help these students (N=59). First, support and cocurricular programs were expanded to encourage more student identification with and participation in school. School staff counseled students in small groups on a regular basis to offer academic and emotional support. Adult and peer tutoring programs were established to support academic progress. Second, collaborative efforts with the local mental health center resulted in the Families and Neighborhood Schools project and a school-based adolescent counselor. This project offered student and family support through interagency referrals; integrated human services; individual and family clinical therapy; and multisystemic, voluntary student group counseling. The combination of school and clinical interventions addressed the needs of all students at this school, with approximately 350 of the school's 950 students participating in the group counseling program. The group of at-risk sixth graders met or exceeded the project's goals for attendance, academic achievement, and discipline. The group achieved 95.7% yearly attendance and a 2.06 grade point average. The group accumulated 11% of the school's days lost to in-school suspension and only 7% of the days lost to out-of-school suspension. (This document includes 25 tables and 16 appendices of relevant materials.) (NB)

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ED 362 803

Coping with Multiple At-Risk Behaviors
Among Middle School Students
Through School and Systemic Interventions

by

Susan Hoover
Principal
Bryson Middle School
The School District of Greenville County
Fountain Inn, South Carolina

A Major Applied Research Project Report
presented in partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University
National Ed.D. Program for Educational Leaders
Columbia II-C Cluster

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Charles M. Achilles, Committee Chair

C.M. Achilles 12/2/92
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Abstract

Coping with Multiple At-Risk Behaviors
Among Middle School Students
Through School and Systemic Interventions

This report describes a program to alleviate at-risk behaviors affecting school success of identified sixth-graders in a southern middle school of diverse demographics. Inappropriate behaviors, family crises, medical traumas, and poor grades or previous grade retentions affected the potential academic achievement of the 59 students identified as at-risk by staffs of elementary and middle schools. Analyses of school surveys, sixth-grade grade point averages, attendance and discipline records, and responses from students, teachers, and parents offered supporting data for student disengagement from school bonding and for tracking the project's progress.

Intervention strategies were two-fold. One, support and cocurricular programs were expanded to encourage more student identification and participation in school. School staff counseled the 59 students in small groups on a regular basis to offer academic and emotional support. Adult and peer tutoring programs were established to support academic progress. Two, collaborative efforts with the local mental health center resulted in a federal project funded by the Child and Adolescent Service System Program (CASSP) of the National Institute of Mental Health to provide a school-based adolescent counselor. This project, "Families and Neighborhood Schools," (FANS) offered student and family support through interagency referrals, integrated human services, individual and family clinical therapy, and multisystemic, voluntary student group counseling. The combination of school and clinical interventions addressed the holistic needs of all students at this school.

Approximately 350 students, of the 950 enrolled, participated in at least one voluntary group counseling program. The group of at-risk sixth graders met or exceeded the project's goals for attendance, academics, and discipline. The group achieved 95.7% yearly attendance and a 2.06 grade point average. The group accumulated 11% of the school's days lost to in-school suspension and only 7% of the days lost to out-of-school suspension. The collaborative project was the prototype for South Carolina to confront adolescent mental health issues and to develop appropriate intervention strategies for at-risk students through a school-based delivery model. Legislative funding for replication of this project at other public schools as an interagency effort between South Carolina's Departments of Education and Mental Health was pending at the conclusion of the Major Applied Research Project.

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Chapter 1

Problem

General Statement

Analyses of state, school, and community records from 1988 to 1991 indicated an increase in the rate of multiple at-risk behaviors and their accompanying side effects of poor academic performance, social development, and coping skills among students at Bryson Middle School.

Problem Discrepancy

Trying to establish a school environment conducive to traditional community values was becoming more difficult each year at Bryson Middle School. Because of many factors, too many people perceived the school as a nonproductive, unsafe place. These same people rarely understood the intricacies combining to influence school and student success. Two conditions prevailed that hurt the image of Bryson Middle School: historical perception of the school and increasing numbers of at-risk students.

Selected responses from the surveys of the School Improvement Council, a state-mandated parent advisory committee, reflected dissatisfaction in areas of safety and school responsiveness to students' needs (see Appendix A). These surveys, administered statewide every three years, were last completed during winter of 1991 for the cycle 1988-1991. Questions varied in content form for particular audiences. All of the teachers and a 20% random selection of students and parents had opportunities to respond. As recorded in Table 1, teachers indicated in their responses that responsibilities and accountabilities of the school were handled effectively, but parents' perceptions of school safety and nurturing were generally low. To a degree, students reflected this negative attitude in their beliefs that teachers did not hold themselves accountable for students' test scores. Also, the assumption of "Perception is reality" was highlighted most strongly in the parents' response to having their children attend Bryson Middle School. Generally, the parents, the group that had the least direct contact with the school but the most direct contact with the community-at-large, had the most negative responses about the school.

Other statistical records from such sources as a mental health grant entitled "Families and Neighborhood Schools" (FANS), school discipline summaries, and state and district student services' summaries also revealed discrepancies between traditional community values and the changing school profile of at-risk students and associated problems. In the first 6 months of FANS' existence in 1990-1991, teachers referred 88 students for varied support services available through the grant. Of these referrals, the adolescent counselor identified 46 students for extended individual and family mental health counseling.

Table 1

Mean "Score" (Range 1-4, Lowest to Highest) by Group on Items Specified for School Improvement Council Surveys, 1989-1991

Opinion	(n=59) Teachers	(n=186) Students	(n=186) Parents
"People feel safe at our school."	2.65	2.57	2.18
"Students have opportunities to develop leadership skills."	2.92		
"Students have chances to be leaders."		2.94	
"My child feels successful in some way each day in school."			2.58
"People in this school really care about how much students learn."			2.54
"Teachers feel responsible for student test scores."		2.25	
"It is a pleasure to have my child attend this school."			2.01
"Our school makes parents feel welcome."		2.87	
"Parents receive regular information about students' academic progress."	3.41		
"The school informs parents about the discipline policy."	3.23		
"The school sends communications to parents and the community."	3.45		

In addition to classifying the needs of referred students, FANS personnel administered the Classroom Environment Scale (CES) in April 1991 at the control and experimental schools to determine students' attitudes toward school (see Appendix B). Dr. Gary Melton, grant writer and overseer, reported that the results were within national norms but reflected students' negative attitudes toward academics and authority. A summary of results as recorded in Tables 2, 3, 4, 5, and 6, reflected only small differences among the perceptions of students at the two schools. Score differences were based on a ten-point range. Analysis of Variance (ANOVA) of the two schools' scores accounted for the different treatments of programs. These results, reported in Table 7, indicated that the control site contained many of the student-related problems and reactions that the experimental site, Bryson Middle School, had.

Behavior changes were evident in students' attitudes and actions. In-school suspension records for 1990-1991 indicated that 65% of all discipline referrals were for inappropriate aggressive behaviors among students. Sixth graders comprised nearly 50% of this group, an increase of about 10% over the past 3 years. Among female students, the pregnancy rate increased over 100% in 2 years from 2 to 5 cases, and included 2 12-year olds.

Finally, Bryson Middle School's academic program did

Table 2

Score Differences and Significances Between Control School and Bryson Middle School by Subject on Classroom Environmental Scale, 1991 (Science)

SCIENCE:	CONTROL	BRYSON	F-TEST (F) and SIG
Innovation	4.81	4.60	F (1,267) = .57, NS
Affiliation	6.55	6.03	F (1,267) = 4.43, $p <$ .05
Teacher Support	5.80	5.13	F (1,261) = 5.14, $p <$ .05
Task Orientation	6.28	6.28	F (1,269) = .001, NS
Competition	6.23	5.82	F (1,264) = 3.20, NS
Order & Organization	5.36	4.43	F (1,263) = 8.81, $p <$ .005
Rule Clarity	6.64	5.98	F (1,263) = 5.92, $p <$ .05
Teacher Control	5.34	5.48	F (1,265) = .26, NS
Innovation	4.61	4.81	F (1,262) = .73, NS
Relationship	17.19	15.90	F (1,255) = 4.46, $p <$ .05
Personal Growth	12.48	12.15	F (1,262) = .65, NS
System Maintenance	22.03	20.77	F (1,245) = 3.12, NS

Table 3

Score Differences and Significances Between Control School and Bryson Middle School by Subject on Classroom Environmental Scale, 1991 (Math)

MATH:	CONTROL	BRYSON	F-TEST (F) and SIG
Innovation	4.09	4.26	F (1,294) = .35, NS
Affiliation	6.16	5.70	F (1,291) = 3.08, NS
Teacher Support	5.55	5.69	F (1,292) = .25, NS
Task Orientation	6.55	6.43	F (1,296) = .16, NS
Competition	5.98	5.98	F (1,293) = .000, NS
Order & Organization	3.40	4.67	F (1,288) = 18.75, $p <$ .001
Rule Clarity	6.24	6.24	F (1,281) = .000, NS
Teacher Control	5.99	5.35	F (1,283) = 6.36, $p <$ .05
Innovation	4.55	4.54	F (1,286) = .002, NS
Relationship	15.77	15.45	F (1,280) = .24, NS
Personal Growth	12.52	12.40	F (1,286) = .07, NS
System Maintenance	20.36	20.66	F (1,286) = .18, NS

Table 4

Score Differences and Significances Between Control School and Bryson Middle School by Subject on Classroom Environmental Scale, 1991 (English/ Social Studies)

ENGLISH/SOCIAL STUDIES:	CONTROL	BRYSON	F-TEST (F) and SIG
Innovation	4.63	4.37	F (1,693) = 1.56, NS
Affiliation	6.41	6.40	F (1,697) = .002, NS
Teacher Support	5.66	5.51	F (1,690) = .59, NS
Task Orientation	6.62	6.18	F (1,693) = 6.30, p < .05
Competition	5.84	5.63	F (1,694) = 1.98, NS
Order & Organization	5.09	4.76	F (1,689) = 2.09, NS
Rule Clarity	6.71	6.16	F (1,677) = 9.70, p < .005
Teacher Control	6.00	5.34	F (1,684) = 14.19, p < .001
Innovation	4.11	4.00	F (1,694) = .51, NS
Relationship	16.69	16.33	F (1,661) = .60, NS
Personal Growth	12.47	11.78	F (1,675) = 5.84, p < .05
System Maintenance	21.96	20.36	F (1,621) = 10.48, p < .005

Table 5

Score Differences and Significances Between Control School and Bryson Middle School by Subject on Classroom Environmental Scale, 1991 (Physical Education)

PHYSICAL EDUCATION:	CONTROL	BRYSON	F-TEST (F) and SIG
Innovation	5.24	4.02	F (1,119) = 9.06, p < .005
Affiliation	5.86	4.90	F (1,118) = 8.90, p < .005
Teacher Support	5.69	4.53	F (1,116) = 9.00, p < .005
Task Orientation	6.01	4.62	F (1,116) = 15.39, p < .001
Competition	6.23	4.96	F (1,115) = 14.16, p < .001
Order & Organization	4.19	3.40	F (1,116) = 5.00, p < .05
Rule Clarity	6.26	5.32	F (1,113) = 6.19, p < .05
Teacher Control	5.94	4.96	F (1,113) = 7.73, p < .01
Innovation	4.65	4.29	F (1,118) = 1.18, NS
Relationship	16.81	13.20	F (1,113) = 17.77, p < .001
Personal Growth	12.27	9.51	F (1,111) = 20.43, p < .0001
System Maintenance	21.27	17.71	F (1,102) = 14.14, p < .001

Table 6

Score Differences and Significances Between Control School and Bryson Middle School by Subject on Classroom Environmental Scale, 1991 (Special Classes)

SPECIAL CLASSES (LD/EH):	CONTROL	BRYSON	F-TEST (F) and SIG
Innovation	5.13	4.65	F (1,44) = .48, NS
Affiliation	6.25	5.38	F (1,46) = 1.75, NS
Teacher Support	6.13	5.58	F (1,45) = .62, NS
Task Orientation	5.13	6.68	F (1,44) = 6.78, p < .05
Competition	6.13	6.44	F (1,46) = .42, NS
Order & Organization	4.75	5.00	F (1,47) = .10, NS
Rule Clarity	6.25	6.74	F (1,45) = .51, NS
Teacher Control	4.50	6.63	F (1,44) = 17.56, p < .001
Innovation	5.67	4.68	F (1,44) = 3.51, NS
Relationship	17.33	16.14	F (1,41) = .49, NS
Personal Growth	11.13	13.10	F (1,43) = 4.91, p < .05
System Maintenance	20.80	23.69	F (1,39) = 3.17, NS

Table 7

Differences in School Subject Scores Between Control School and Bryson Middle School on Classroom Environmental Scale, 1991

	Science	Math	Arts	Lit/SS	P.E.	Home Ec. Shop	Spec. Ed.	Oneway ANOVA SIG
Innovation	4.72	4.18	5.36	4.53	4.74	5.09	1.65	F (6,1449) = 1.92, NS
Affiliation	6.31	5.93	4.80	5.47	5.47	5.30	5.38	F (6,1449) = 7.01, p < .0001
Teacher Support	5.49	5.62	4.89	5.23	5.23	4.85	5.58	F (6,1422) = 1.06, NS
Task Orientation	6.28	6.49	7.00	5.46	5.46	6.41	6.68	F (6,1449) = 3.81, p < .001
Competition	3.03	5.98	6.82	5.75	5.75	5.30	6.44	F (6,1443) = 2.30, p < .05
Order & Organization	4.93	4.07	4.36	3.86	3.86	4.69	5.00	F (6,1433) = 5.97, p < .0001
Rule Clarity	6.33	6.24	7.30	5.88	5.88	6.53	6.74	F (6,1408) = 1.86, NS
Teacher Control	5.40	5.65	6.88	5.55	5.55	6.09	6.63	F (6,1416) = 2.46, p < .05
Innovation	4.70	4.55	4.73	4.50	4.50	5.09	4.68	F (6,1435) = 5.57, p < .0001
Relationship Dimension	16.60	15.61	15.67	15.40	15.40	15.24	16.14	F (6,1380) = 1.82, NS
Personal Growth/Orientation	12.33	12.46	13.82	11.22	11.22	11.72	13.10	F (6,1408) = 2.50, p < .05
System Maintenance & Change	21.44	20.51	24.86	19.84	19.84	22.93	23.69	F (6,1279) = 3.43, p < .005

not progress as desired. The School Gain Index (SGI), astate assessment to measure school-wide academic expectancy compared to actual achievement, reported an index score of -0.5 in 1989-1990 with a score of 0.0 indicating that expectancy and achievement were comparable as predicted. Minus scores, such as Bryson's, indicated that achievement was not occurring as predicted according to students' assessed abilities.

Neither Bryson Middle School nor any other middle school in The School District of Greenville County had achieved plus scores in the six-year history of reporting a School Gain Index factor. Elementary and high schools exceeding their expectancy achievement and compiling plus scores had earned incentive money from the State Department of Education.

Probable Causes

Within the last decade, educators began complaining that schools were not social agencies; that it was the school's function to educate, not to mediate. Yet, current demographics of school populations with their academic problems, families-in-crisis, and school violence reflected a need for intense intervention, for intense mediation. Students' problems reflected their turmoil from the expected throes of adolescent adjustments to the serious consequences of crime, abuse, and emotional neglect.

Alles and Eddy (1980) advocated that sound mental health of students must be an intervention tactic by schools. They stressed that the school and community must exist in harmony with the students' emotional stability as the ultimate goal. They admitted, however, that systemic interventions for the improvement of school, family, and community stresses were areas few teachers believed they were capable of fulfilling because of lack of training and time. At year-end evaluations teachers at Bryson Middle School echoed this comment to the project manager individually and in official school meetings and added that the emotional drain on them from working with at-risk students was overwhelming.

Smollar and Condilli (1990) reported that the emotional and mental problems of adolescents in schools were resulting in a rapid increase of residential placements. The logistical structures of traditional schools and emerging nontraditional homes could not contain these student problems using their established resources and organizational formats. Residential placements increased in Smollar and Condilli's study because few families could sustain the prohibitive cost of adolescent treatment in hospitals or specialized centers. The usual alternatives to residential placement for parents and schools were to permit the negative influences of troubled students to invade the school program and climate or to remove these students from school through suspension, expulsion, or arrest.

Traditional values, attitudes, and roles prevalent in school were in contrast with the changing cultures and structures of families and homes. The nontraditional family and home had to be recognized; their growing prevalence meant they no longer represented only "exceptions" to the two-parent family and suburban home. This contrast affected students' psychological and social development which, in turn, too often affected academic performance. Hall and Henderson (1991) advocated a positive climate between school and home in order to address the totality of students' needs. They believed that intervention had to be diverse, such as parent advisory groups, student governance, and mental health teams.

Rogers and Wildenhaus (1991) reported that at-risk students had difficulty communicating on an intimate level emotions such as joy, hope, fear, and disappointment. They wrote that at-risk students " . . . tend to distance themselves from those whose questions come too close, with their desire for space often being interpreted as unruliness or disrespect" (p. 2). The authors suggested school programs to develop problem-solving and conflict resolution skills to counteract the typically employed response among at-risk students of fight or flight.

Nevetsky (1991) reported on efforts in a middle school to address the problems and behaviors of at-risk students. He advocated the expanded role of the in-school suspension (ISS) program to include counseling and support services for individually and socially based problems such as pregnancy, physical or mental abuse, and substance abuse. The school had assumed the expanded role as a social service agency.

Wehlage, Rutter, Smith, Lesko, and Fernandez (1989) responded to the need for schools to be social service agencies in order to work with today's students. They cited the changes in the current socioeconomic status of students and the accompanying changes in America's social structure. Wehlage et al., contended that students do not fail school because they are different from students of past generations. Students fail school because schools are not different from generations past. The authors supported the need for social bonding of students and school (e.g., schools had to adapt to the problems and needs of students of the 1990s).

Research indicated that the likelihood of students' finishing 12 years of school was enhanced when students actively participated in school activities. Finn and Cox (1992) reported in their study on 1388 4th-grade students that increased school activities promoted student participation, involvement, and identification with school. They stated that " . . . a degree of academic success is necessary to assure that identification will occur and that participation, rather than withdrawal, will become the youngster's habitual form of behavior" (p. 145). Finn (1989) also encouraged educators to promote a school environment that sought the contributions of all students. He stated that students were still on the attendance rolls of schools while simultaneously withdrawing emotionally as they skipped classes, remained truant, and failed subjects. Sound mental health interventions and favorable personal relationships with other students and school personnel had to be established to help these students.

In contrast to the common possible causes suggested by all of these, Catterall (1987) cautioned educators to monitor the types of intervention strategies. His research in helping at-risk students to improve academic performances concluded that the negative emotional bonding of these students often overcame any positive aims of the interventions. The strength of the group's alienation toward school, educators, and successes proved to be formidable. He reported that, after extensive retraining for acceptable social and school behaviors in areas such as work habits, cooperation, attendance, and punctuality, the treatment group of his study did not differ significantly from the control group. Students with negative attitudes were the primary influences over the entire group.

Negative behaviors, not positive ones, were cemented.

During the winter semester of 1991, school personnel referred 88 student cases to the FANS adolescent counselor. Of these referrals, 46 students, with a mean grade point average of 1.70, underwent mental health counseling as individual and/or family cases. Of this caseload, 60% were males, and 55% of the male cases were from 6th grade; 30% were from 7th grade; and 15% were from 8th grade. As teachers had already responded and as the caseload summary indicated, 6th graders demonstrated the most dramatic and traumatic adjustments to middle school.

The history of Bryson Middle School was never an easy one; in fact, in 1992 too many people still overlooked the dozens of new programmatic accomplishments of Bryson as they continued to remember school and racial tensions of the 1970s and maintained their old attitude, "Perception is reality." Despite academic improvements made within Bryson, the inadequate facilities, the racial history, and the community's social and economic extremes combined to paint the almost indelible picture of a poor, downtrodden, "mean" school. Moreover, the adults within the immediate community had a strong history of crime. The children of these adults who were engaged in illegal acts attended Bryson where they either were ashamed of the family problems or bragged about their family status of having crime, weapons, even prison to their credit. Within the school building, weapons, predominantly knives, were common; also fighting, overspilling to assault, occurred too frequently.

The School District of Greenville County employed 2 full-time investigators through the Greenville County Sheriff's Department. These officers responded to the needs of the school from clarification of a situation to arrest of students. Incidence rates of arrest had increased over 100% in a 3-year period as reflected in Table 8. Similar findings occurred for calls for clarification.

Table 8

Use of the County Sheriff's Department 1988-1991 by Bryson Middle School Personnel

	Calls for Clarification or Back-up	Student Arrests for Violence
1988-1989	28	7
1989-1990	41	13
1990-1991	70	18
TOTALS	139	38

To accommodate more completely the total needs of the community and its students, personnel of Bryson Middle School and FANS identified some of the stressors affecting school performance and effective adolescent adjustment. School personnel from the elementary feeder schools assisted in identifying the current at-risk 6th graders in 4 categories: (a) personal needs or behavior problems, (b) family stresses or crises, (c) intense medical illnesses, and (d) poor grades or academic placement. Family situations such as separation, divorce, and abuse were considered sources of stress negatively impacting on students. Personnel identified 59 students needing systemic intervention to assist them in school success and personal development. Although none of the group qualified in all 4 at-risk areas, the spread of multiple referrals for students' behaviors (n=29), family needs (n=21), and academics (n=36) was small and indicated the relative importance of each stressor on children's lives. Although medical reasons received only 8 responses, this number represented almost 11% of the entire group. School behaviors, family stresses, and school successes appeared strongly related.

Written Policies and Procedures

In response to the increase of at-risk students and their associated problems of discipline and attendance, The School District of Greenville County instituted, in 1989-1990, an in-school suspension (ISS) program. In 2 years, the district's student attendance climbed to 96.17%, a record high for the system. District officials credited in-school suspension (ISS) with this accomplishment by keeping students in school. At the onset of ISS, the program was designed to supplement academic, therapeutic, and punitive measures needed to monitor at-risk students.

At Bryson Middle School, individual and group counseling also were included on a daily and weekly schedule for students in ISS. Of the 3 middle schools in the southeast area of the district, Bryson Middle School accumulated the lowest incident rate in 1990-1991 by utilizing ISS 568 times, as compared to 653 and 668 times in the other 2 middle schools of similar size.

To supplement the district's guidance program, Bryson Middle School engaged in a federal grant with the local mental health agency. A counselor for adolescents was employed full-time on campus for the purposes of providing services to dysfunctional families; to students at-risk because of academics, discipline, or health reasons; and to the general enrollment of students and staff for assistance with study skills, peer influences, time management, and societal stresses such as divorce and death. A doctoral candidate in clinical psychology from the University of South Carolina and a former English teacher worked part-time to supplement the services of the adolescent counselor.

Norms, Values, and Traditions

Understanding the complexities of the term "at-risk" was a difficult task for most teachers. Poverty, crime, family disintegration, and educational failures were suddenly powerful, negative influences on the once placid, stable, traditional school system and American society.

To compensate for the disappearance of traditional classrooms and students, emphasis had to occur on identifying and counseling at-risk students. Unfortunately, although students received much of the new emphasis and attention, not enough was being said or done to assist teachers in adapting to their new roles as counselors and societal healers.

Bryson Middle School was basically a traditional school within a rural, family-based community. Generally, the composite of the faculty complemented the school. Because of this tandem, refocusing the attention and priority of the teachers was often difficult. Beside the traditional student, suddenly sat a "new" student with "transient roots," a single-parent family, and poverty and neglect often in tow. Added to this appearance of a different type of student was the associated increase of incidents involving serious, violent crimes and the adjustment problems of mixing diverse socioeconomic backgrounds and family structures. Traditional teachers at Bryson Middle School were not ready for the flux of changes needed to meet the restructuring. Reacting to this necessary but difficult shift in emphases, personnel at Bryson instigated advisory groups for student-teacher interactions and role modeling. From 1990 through 1992, focus groups met to discuss the needs of adolescents in the school and community. Students, parents, teachers, and community members (n=133) identified the need within the school for mentoring programs, peer and adult tutoring, and overall academic and social program development (see Appendix C).

School personnel consistently emphasized smooth adjustment for sixth graders arriving at Bryson Middle School from many different elementary schools. The usual efforts to ease the transition were orientation programs, class meetings, and schedule modifications. These tactics, however, were not enough to insure academic success and school adjustment for all sixth graders. Personnel created additional interventions to identify all of the sixth graders with at-risk behaviors in order to begin assistance with intervention efforts as quickly as possible and to assist them with academics, social skills, and school roles.

Internal and External Influences

The teachers at Bryson Middle School strongly requested assistance in meeting the needs of their students. Sixth-grade teachers remarked that their tasks were especially difficult because over 300 students were congregating for the first time from 4 to 6 elementary feeder schools with different environments, expectations, and rules. All staff members requested more structure in the composite of a 6th grader's day.

To meet the immediate needs of this request, personnel identified the at-risk sixth graders. Counselors, teachers, and principals of the feeder schools assisted in this effort. The project manager and FANS counselor coordinated a staff development activity with teachers to discuss the term "at-risk," planned intervention efforts, and identified students. In addition, the project manager and the adolescent counselor coordinated with the staff systemic interventions to meet the needs of these at-risk students. These approaches ranged from the counseling services and interagency referrals to special school programs such as tutoring and advisory groups.

Chapter 2

Setting

Description of Immediate Problem Context

Bryson Middle School had an enrollment (1991-1992) of 950 students in grades 6 through 8. School records revealed that 11% of the student population were classified as special education; 28%, as gifted and talented. Approximately 19% of the student body were eligible for the free/reduced-price lunch program, indicating a moderately low level of financial stability within the families. Located in upstate South Carolina, Bryson was 1 of 16 middle schools in The School District of Greenville County, the largest school district in the state. The student ethnicity equaled 17% minority and 83% Caucasian. The diverse socioeconomic student population usually scored near national averages on standardized tests and basically performed at academic expectations. From information gathered from Southern Association of Colleges and Schools (SACS) reports, approximately 18% of the students lived with only 1 parent. About 68% of the students lived within a traditional family structure in a single-family dwelling with 2 parents, either natural or stepparents. The remaining students encompassed varying family circumstances, with nearly 2% living with neither parent.

Between 1988-1992, many positive changes in the school occurred. Volunteer hours increased 369%, from 3200 in

1986 to 15,000 in 1991. The District allocated a second assistant principal because of the school's and community's special problems with image and social stresses such as crime and poverty. Recommendations for expulsion or placement in alternative schools stabilized at an average of 18 students a year. Assigned to the school were 65 professional and paraprofessional staff members, including a principal, 2 assistants, and 2 counselors. Almost 60% of the teachers held Masters or other higher level degrees.

Associated Facility Problems

The Bryson Middle School facility was 38 years old in 1992 and was extremely inadequate in space, aesthetics, and comfort. Crowding was a serious danger in narrow hallways as hundreds of students changed classes. Lockers, auditorium seats, and holding areas were either old, ugly, worn out, or too small. Eight teachers "floated" because no permanent classrooms were available, and 16 teachers were stationed in outside portable classrooms. Bryson was the only school of 101 in the district that was not air-conditioned. In short, the building was one of the most serious drawbacks to the entire educational program. The building's poor condition affected morale and demeanor of staff and students.

Originally opened as one of four high schools for Black students during segregation, Bryson had maintained this image, to a degree, with many of the local older citizens. After forced desegregation in the 1970s, the White residential developments first established within the school's attendance area housed persons of low economic status. School and racial image problems, low socioeconomic students, and accompanying severe discipline problems evolved in the 1970s and 1980s in community conflict and growing parental and student apathy. As a result of these social and political pressures, major public relations problems with parents and the community began occurring at Bryson during the late 1970s. To relieve the overcrowding and facility needs and to improve the social image of the school, the Board of Trustees approved in 1989 the strategic facility plans to relocate Bryson to a renovated campus of a present high school in the fall of 1993.

Description of Surrounding Communities

Located within 2 miles of 2 small towns, Bryson was approximately 15 miles from the city of Greenville. Most of Bryson's minority population lived within an area to the southeast known for its extremely depressed economics, drugs, gangs, and associated crime. In contrast, residential areas surrounding the small town to the northwest hosted middle to upper-middle class families. The entire area was known as the Golden Strip and was considered one of the fastest-growing residential and commercial areas in the upstate. Prime real estate attracted many outsiders. The area schools attempted to cope with the flux of the community growth, student population growth, and changing demographics with inadequate buildings, finances, and resources. Bryson's enrollment increased almost 100 students in 2 years; commensurate growth was projected for the next 2 years.

Major industries were the primary source of employment, with positions ranging from general labor to executive. Several companies housed regional or national headquarters within a ten-mile radius of the school. Housing ranged from multifamily, single dwelling, mobile homes, to federally subsidized. Some families still operated farms, but few utilized farming as the sole source of income. To emphasize further the traditional values and lifestyles of the communities, the entire Greenville area exceeded the national ratio of churches-to-population, and the church denominations around Bryson were predominately Baptist, Methodist, and Presbyterian.

Chapter 3

Literature

Probable Causes

Middle school represented a proving ground for some adolescents, a time for role development as leaders and as academic successes. Unfortunately, not all students arrived at Bryson with the skills and attitudes necessary to fulfill these roles. Even more unfortunate was the circumstance that most students who were unable to assume these positive images had years of school failures and inappropriate attitudes behind them. As Finn and Cox (1992) described these educational nonparticipants, many had never engaged in school activities, could not identify personal success with school, and appeared apathetic, withdrawn, or belligerent.

Although "at-risk" was the quickly-growing catch phrase of stereotyping, Elliott (1968) and Stott (1966) painted the same dark picture in their research on delinquents. They concluded that the lower class students, and especially boys, had the most difficult time adjusting to the roles expected at school. In frustration and ignorance of expectations, these students responded with inappropriate behaviors, poor academic progress, and negative attitudes about school. Extreme, often illegal, behaviors were the offshoot.

Spivack, Marcus, and Swift (1986) researched the pattern emerging from families' low-standard conditions and students' academic and behavior performances. The evidence indicated that students with excessive aggressiveness in primary and elementary grades also displayed antisocial and delinquent behaviors, negative school attitudes, and emotional problems in later grades. The researcher reported that these negative responses were not solely confined to the school setting but also invaded the community in the manifestation of crime. To cope with these student reactions, school personnel responded with unusual firmness, patience, consistency, and tolerance.

Gage (1990) concluded that students exhibiting aggressive behaviors did not have effective emotional adjustment. Students displaying these types of adjustment problems had above average incident rates for entering mental hospitals, using inappropriate coping skills, and attempting suicide. He reported that males comprised the majority of this group with poverty being the strongest negative influence over at-risk status. Finn and Cox (1992) supported this profile with the conclusion that minority males were the most at-risk student group to withdraw emotionally from bonding with school. Later, many of them dropped out of school. Gage also reported that other influences affecting school bonding included poor academic success, low standardized test scores, grade/age factors, parents' educational levels, and teenage pregnancy.

Although having at-risk students was not unique to Bryson, the school experienced a high number of serious, violent acts during the three-year period reported by data in Table 9. The free/reduced-price lunch statistics and the School Gain Index reported lack of students' readiness for and attention to school priorities. The rising pregnancy rate also reflected one segment of a changing set of values and behaviors adding to the dilemma of at-risk students. Although "at-risk" and "delinquent" had not been used interchangeably to describe Bryson's students, this perception often tainted parents' minds against the entire school and its programs, as reported to the project manager by parents, teachers, and the Administrative Assistant to the Southeast Area Superintendent. Inappropriate physical aggression and diverse economic strata within the school and community kept the term "delinquent" at large. These factors labeled some students who already had two--or three--strikes against them by the time they entered sixth grade. Their attitudes, successes, and hopes were too often misunderstood or crushed by an educational system manned by adults who did not fully understand the term "at-risk."

Local, State, and National Perspectives

Debate continued throughout the nation on how to reach students caught in personal and social chaos. National goals alone did not solve student problems and did not motivate students to excel. Kohn (1991) advocated implementing character development skills in order to teach students caring and sensitivity. He contended that the school setting was a logical place to teach these values because "nurturance and warmth . . . altruism, and opportunities to practice caring for others" (p. 499) are not present in all homes. He contended that the school as a service agency could provide social and emotional instruction for effective conflict resolution, focused goal achievement, and positive self-esteem.

Across America, educators questioned how to make schools effective when they could not motivate their students. Eitzen (1992) summarized the causes of today's problem students in four categories: "the changing economy; the changing racial and ethnic landscape; changing government policies; and changing families" (p. 586). He wrote that educators must understand the current socioculture of America in order to provide effective school experiences. The "socioculture" referred to the "new poor" (p. 587) of the former middle class of America and to the almost permanent entrapment of these people to poverty because of the scarcity of government assistance.

Eitzen described a changed family structure with declining influence on children. He cited that, "in the

1990s approximately 70% of mothers of children ages 6 to 17 worked outside the home and that divorce was still at a historically high rate, leaving each year more than one million children behind as traumatized victims" (p. 588). He also cited that children in single-parent families with lower incomes, unsupervised after-school time, and accompanying social and emotional problems comprised a family picture completely foreign to teachers trained in traditional teaching methods and working in schools organized according to the values and family structure of past generations. Eitzen summarized the frustration of educators trying to teach, trying to reach students in today's schools:

> Although many of today's students are a joy to work with . . . some are not. Some children are angry, alienated, and apathetic. A few are uncooperative, rude, abrasive, threatening and even violent. Some abuse drugs. Some are sexually promiscuous. Some belong to gangs. Some are sociopaths. Why are some children such problems to themselves, to their parents, to their teachers, and to the community? . . . My strong conviction is that children are not born with sociopathic tendencies; problem children are socially created. (p. 585)

Payzant, Superintendent of the San Diego City Schools, (1992) reported that the answer to the national dilemma of meeting the needs of at-risk students was to develop a collaborative referral system comprised of community social service agencies. He described the New Beginnings Project as an effort to serve "adolescents plagued by pregnancies, illegal drug use, violence, and suicide" (p. 140). He advocated that schools must respond to America's changing culture to provide immediate response:

> The days are past when schools could concentrate simply on basic education and leave a child's social, physical, psychological, and economic needs to others. When 20% of our students live at or below the poverty line, we can no longer hide our heads in the sand. (p. 140)

New Beginnings defined the school building as a core community agency for the holistic development of children through systemic change. Medical, social services, housing, and legal agencies combined efforts with the school district to assist in alleviating family's major survival stresses and to promote children's readiness to learn. Payzant warned that interagency collaboration was a new concept with few ground rules in place. He stressed that it was a long-term preventive strategy to counteract years of mounting waste left behind from social and personal deprivations.

Elam, Rose, and Gallup (1992) reported in the Gallup/ Phi Delta Kappa Poll that 77% of Americans favored using the public school buildings as a central agency to provide health and social welfare services to students. The concept of using the school to coordinate social services for the holistic care of children received favorable response because the public realized that the problems of education went beyond instructional methodology and included the problems of the country's social ills.

Professor Luvern Cunningham of Ohio State University

(1992) advocated that the local school districts, school boards, and superintendents needed to be eliminated within the next generation. A new governing agency would be the umbrella for all human service resources, with the school serving as a core facility.

> The new entity would be responsible for governing all activities related to the well-being of the community, including K-12 education, mental and physical health, public safety, early childhood education, adult education, libraries, museums, child day care, job retraining, employment counseling and placement, literacy, and community development. (p.51)

The difficulty in reaching at-risk students through effective school programs is not unique to Bryson Middle School. The School District of Greenville County began its first programs for at-risk students in the 1970s; however, these programs were reactive to the problems of these students and did not attempt to alleviate the academic or social difficulties within the home school environments. Basically, night alternative programs for high school students with severe behavior problems and a similar day program for middle school students were the only offerings of the district.

Unfortunately, on a district-wide basis, only one other program was initiated in the late 1980s to address proactively the academic and personal problems of at-risk students. "Transition 8" was designed to work with the most severe at-risk students who had failed eighth grade but who could probably succeed in high school with extra assistance of a teacher with special training, limited self-contained classroom placement, and intensive counseling and monitoring. Because most of these students had already failed more than one grade in school, they were already high school age; therefore, helping them catch up socially was also a goal of the Transition 8 program. Each of the four geographic areas of the district operated this program in one of their high schools.

The students in Transition 8 were monitored closely by one teacher who taught the self-contained academics, conducted counseling sessions, and contacted parents weekly. In 1990 and 1991, Bryson sent to the program a total of 15 of the southeast area's 28 students; 5 of the 15 were completely successful without any courses failed, and 4 attended summer school to earn all credits. The remaining 6 students misbehaved severely and were removed from the program or transferred to the night alternative program.

Addressing the academic and social development problems was not effective in handling the growing number of violations involving weapons. An article by Lucy May in The Greenville News, on October 6, 1991, reported that 274 students were suspended and/or recommended for expulsion from The School District of Greenville County between 1988-1991 school years because of weapons. Although 27 of 54 elementary schools reported suspensions because of weapons, the most surprising information was that middle school incidents involving weapons outnumbered high school incidents three-fold as reported in Tables 9 and 10.

The seriousness of the weapon problems in middle school alarmed most educators and certainly most parents. Although all high schools were guaranteed a minimum of 2 assistant principals each despite the school's enrollment, all middle schools were not. Middle schools with fewer

Table 9

Middle School Suspensions Involving Weapons During the School Years 1988-1991

School	Students Suspended	Weapons
Berea	13	8 knives, 2 guns, mace, 2 tear gas
Blue Ridge	3	2 knives, 1 razor blade
Bryson	11	knives
Greenville	2	knives
Greer	17	12 knives, 2 brass knuckles, 3 razor blades
Hillcrest	3	knives
Hughes	10	9 knives, 1 sharp stick
Lakeview	8	6 knives, 1 num-chuck, 1 black jack
League	13	11 knives, 2 brass knuckles
Northwest	3	knives
Northwood	12	8 knives, 3 pointed instruments, 1 chain
Parker	9	6 knives, 3 guns
Sevier	11	10 knives, 1 unknown
Tanglewood	4	knives
Woodmont	12	gun, 9 knives, razor 1 8-inch probe
Total	131	

Table 10

High School Suspensions Involving Weapons During the School Years 1988-1991

School	Students Suspended	Weapons
Berea	3	guns
Blue Ridge	6	4 knives, metal bar large stick
Carolina	3	2 knives, 1 heavy metal object
Eastside	1	knife
Greenville	1	knife
Greer	1	firearm
Hillcrest	1	knife
J.L. Mann	6	1 razor, 3 knives, 1 brass knuckles w/ switchblade
Mauldin	3	2 guns, knife
Riverside	2	knives
Southside	2	1 knife/razor blade, 1 knife
Travelers Rest	5	2 knives, razor, steak knife, 1 knife and BB gun
Wade Hampton	3	2 knives, gun
Woodmont	3	knives
Total	40	

than 1,000 students operated only with a principal and 1 assistant. Coupled with the fact that no middle school in Greenville County had ever won a state incentive award for academic achievement, the problems with violence depicted the environments of at-risk schools and students.

The School District of Greenville County received more adverse publicity from The Greenville News (October 2, 1991) in an article by Jim DuPlessis. Industries such as Cryovac, Kemet Electronics, and Michelin operated their own on-site schools for their academically deficient employees so that they could master basic skills. The article quoted

Bob Thompson, an officer of Spring Industries, Inc., as saying, "The expectations have changed, and I'm not sure the public schools quite yet have kept up with those changing expectations." (p. 2B) High-risk students became high-risk workers in technological jobs requiring proficiency in reading, writing, and mathematics.

Throughout South Carolina, the term "at risk" grew in importance in the early 1990s. To counteract the problem, Greenwood School District 50 in South Carolina developed a district-wide program entitled "Case Management" (South Carolina Educational Television, April 1992) that offered systemic interventions to students. Representatives of human service agencies assisted school personnel in locating needed resources for students. Unlike FANS, Case Management did not offer any direct services to students or families at the school site. In Richland School District 1 of South Carolina, the "Atlas Road Learning Center" organized day care, adult education, and make-up work for clients from ages 6 weeks to 66 years. All services were contained at one site with participants traveling to the center. Finally, at W. J. Keenan High School in Columbia, Project Gold addressed the needs of Black males needing positive male role models to assist them in school success and in social skills development. All of these programs were summarized by Carl Boyd, during the teleconference, with the remark, "Young people learn more from examples than from content teaching."

The nationally developed six goals of education, America 2000, drew praise, blame, and skepticism either for being guideposts on a road to a new educational reform movement or for being more of the same tired educational jargon. Lewis (1990) questioned the staying power of the National Assessment of Educational Progress (NAEP) as a reform driver. Cuban (1990) questioned if the goals, designed to strengthen a nation's educational system, would become more binding federal control or empowering constructs to link economic growth with strong, positive educational results. Kagan (1990) emphasized that economic growth of a country could only occur with strong educational results from children able, willing, and ready to learn. Kagan believed that the goals addressed the linkages between at-risk living and at-risk students. In general, no one disagreed that being ready to learn, learning the core academic subjects, excelling in technological areas of math and science, and being drug-free were not commendable efforts to stop illiteracy and at least to lower the dropout rate. The debate raged, however, over whom to blame for the existing problems with education and those associated with at-risk students. Agreement was not met on how and when the goals would be achieved or how they would be financed. Despite the position of critics on the goals, implementation, or financing, no one questioned that students were at-risk from social problems affecting their educational progress.

The existence of at-risk students in schools was not a recent development; however, the increasing demands placed on public education within the past decade to correct the perception of a broken public school system emphasized the gap between accelerating business and industry needs and lagging educational productivity. Additionally, the changed social and family structures of America brought new handicaps to the lives of children. Many students already struggling with the structure or rigors of school in first grade were especially negative or emotionally withdrawn in their responses to the educational system by the middle school years. Tragically, they too often disappeared from all formal educational programs by high school.

Solution Literature

Probably no research could identify the most serious at-risk behavior or could explain why some students succeeded at school despite multiple at-risk behaviors. In her keynote speech "Children At Risk: The Role of Mental Health Professionals in Strengthening Families," at the South Carolina Mental Health Conference, Dr. Gloria Miller, psychology professor at the University of South Carolina, referred to these students who succeeded in school despite multiple traumatic, debilitating circumstances as "resilient children" (October 22, 1992). Most researchers agreed on the most influential multiple problems or traits of these at-risk students: (a) truancy, (b) family stresses, (c) poor academic achievement, (d) alienation, and (e) inadequate social skills. Solutions were somewhat generic in nature and provided educators a basis for creative exploration. Generally emphasized as possible solutions were (a) student-group and individual counseling, (b) family intervention, (c) community-school unity, (d) academic supports, (e) teacher-student advocacy, (f) teacher awareness, and (g) updated instructional approaches.

Hall and Henderson (1991) and Kirst (1991) supported intervention techniques for students' sound mental health. They believed that, in addition to effective parental involvement and students' school participation, the answer to alleviating the status of "at-risk" depended on a holistic approach to school, family, and community well-being. They stressed that educators should advocate for students and their families. The school needed to be the central agency to unite the dysfunctional parts.

Roth and Hendrickson (1991) expanded the role of community involvement in alleviating at-risk behaviors by recommending that youth organizations work with schools to provide self-preservation information on pregnancy, drug abuse, poverty, and illiteracy. Beyond the traditional recreational programs usually offered, the organizations in their research offered new types of programs and united the traditional school values and norms with mercurial societal values and family structures. "Life management skills," used by the youth organizations in Roth and Hendrickson's research, heightened social awareness of all demographic groups. Using a type of "life management skills," The School District of Greenville County united efforts among personnel of youth organizations, businesses, and schools to include mentoring and shadowing programs through businesses, a special science center emphasizing sex education, and community agencies "adopting" at-risk students to emphasize Roth and Hendrickson's concept of expanded community involvement.

Beyond these community programs were the social programs Heath and McLaughlin (1991) discussed as solutions to decreasing at-risk behaviors. Responding to the changing family structure, they suggested child-care programs for the student-parent. They stated that skills in advanced technology and refinement of interpersonal skills increased job opportunities for these isolated and stigmatized students. This type of innovative, effective program between youth organizations and schools used young people as resources; offered "product" courses; fostered youth responsibility; offered a community-based operation; and adapted quickly to the community's changing needs.

Reed and Sautter (1990) saw schools as social centers to utilize systemic approaches to alleviating the effects of poverty. They, too, urged parent involvement through school organizations, intervention programs, and parenting skills classes. These authors believed that stronger family structure would decrease at-risk behaviors.

Molnar (1986) believed that systemic intervention techniques could be effective as tools for administrators and teachers to use in redirecting negative student behaviors. He noted that administrators and teachers often did not remain detached in their efforts to help at-risk students. He stressed that educators had to understand the term "punctuation" as it related to the beginning and ending of a cycle of inappropriate behavior, teacher response, student attitude, and teacher frustration. Molnar advised the use of techniques such as reframing, positive connotation, and symptom prescription as alternatives educators could use instead of yelling emotional abuse to their captive student audience because of the teacher's personal frustration.

Harris (1991) supported a type of school restructuring as an intervention method for at-risk behaviors. Harris emphasized early identification of at-risk students and their behaviors. She advocated personal contact between teachers and students to promote social skills, academic achievement, and friendships. She urged that proper staff development was necessary to acquaint teachers with the at-risk student.

In the areas of curriculum, Peck and Catello (1990) asserted that at-risk students must have current technology as an instructional tool. They discussed, as alternatives to the traditional instructional methods of lecture, worksheets, and tests innovations such as electronic publishing stations, computer laboratories for every subject, and robotics. They contended that a "technology lab" geared to students' ages and abilities would perhaps detain some of the 750,000 yearly dropouts.

To support the need for teachers to change instructional methods, Lindley (1990) discussed three tasks teachers could accomplish to deal effectively with misunderstood, alienated, at-risk students. The first two tasks concerned time management and curriculum, but it was the third task suggested that reached the heart of correcting at-risk behaviors. Lindley urged teachers to remember that their values, attitudes, and behaviors were just as strange, just as frightening to at-risk students as theirs were to the teachers. Using the theory of Jung in "shadowing," Lindley reported that some teachers had a need for perverse control over their students. This need arose from the teachers' fears of discovering their own unacceptable behaviors. Lindley concluded that educators must face their own "shadows" in order to communicate and to help students alienated from school and teachers.

Chapter 4

Background and Methods

Project Manager's Background with At-Risk Students

The term "at risk" was practically nonexistent 20 years ago as a descriptor of students, their behaviors, and their potentials; however, at risk students existed. They were usually tagged "delinquents" and often ended up as the schools' dropouts. Within the past generation, though, educational leaders became more adept in recognizing these students; "at risk" denoted any condition or generality that threatened the successful emotional, physical, or academic performance of students, whatever their socioeconomic status. As the project manager worked with at-risk students in South Carolina, she was baffled how to identify, intervene, and conquer the problems in order to re-focus students on their primary educational task: learning.

The project manager first became interested in at-risk students when she moved to South Carolina in the fall of 1981. Having grown up and taught nine years in the same middle-class, predominantly White community in another state, she was not prepared for the diverse circumstances affecting the social climates of schools in Greenville, South Carolina. The socioeconomic status of the high school students with whom she had contact appeared to be the critical element in the students' perception of school, in their appreciation of education, and in their receptivity for learning. Certain students, mostly those without many social and economic advantages, were the ones most difficult to focus on school and most reluctant to respond to a structured classroom environment.

In 1985-1986, the project manager was coordinating an alternative school night program for high school students removed from their day schools because of their disruptive, violent behaviors; excessive absences; or personal dilemmas, such as pregnancy or other family crises. The pattern of students' attitudes and performances remained consistent; these students were at-risk for school success because of overwhelming outside influences, not just because of a lack of intelligence or academic aptitudes. Most of the students attending night school had very few outside advantages besides attending school; very few students were from the really "nice" neighborhoods full of big homes, clubhouses, and swim teams. These students often lived more or less on their own with few family or financial resources. Their general behaviors were often defiant, abusive, or--sometimes worse--apathetic, reclusive, and withdrawn. The year for the project manager was invigorating, professionally challenging beyond description, and often dangerous when several of these students lost control of their emotions and behaviors.

The project manager's first full-time administrative position was as an assistant principal of a high school known for its at-risk students and their disruptive behaviors. Her experiences with student gangs, students' criminal and violent acts, and students' general lack of educational focus further emphasized that education could not be the top priority for at-risk students because their lives followed inconsistent cycles incongruent from the generally traditional, orderly cycles of school. These students lacked the skills to identify these conflicting cycles of order and disruption, focus and ambiguity, and success and apathy.

Emergence of "At-Risk" at Bryson Middle School

In 1987, the project manager went to Bryson Middle School as a first-year principal. Although the students were younger than those in high school, their circumstances were comparable. Almost 20% had only 1 parent; a similar percentage, 19%, qualified for free/reduced-price lunch, an amount only partially reflective of the actual number if all had applied who were qualified. Students within the attendance lines represented a hodgepodge of socioeconomic statuses; houses ranged from hovels to executive homes valued upwards of $300,000. Students with every financial and social advantage walked through the same doors as students with inadequate clothing, inadequate familial nurturing, and inadequate nutrition. Just as alarming, too many adolescents possessed a "street-smart" sense of survival instead of an endearing sense of childhood innocence. The school was a "tough" school, one known for disruptive students demonstrating violent actions, apathetic attitudes, and challenging behaviors. The former principal, a big, burly man, had been slapped and punched in the face by 2 different students.

Partly because of the demographics within the geographic attendance locales, diverse types of students trying to merge into one school were all susceptible to the unsettling school environment. Identifying school constants to which the majority of students could relate--such as school spirit, in-school competition, school pride--was extremely difficult. The turbulence of the school climate was represented by the high number of recommendations for expulsion, criminal acts, arrests, physically aggressive responses, and poor academic performance. Literally, teachers and administrators were emotionally and physically drained, frustrated, and often belligerent at remaining "professional" with their hands tied while the more normal human response to retaliate, to fight back in some way, simmered. Finally, the issue of "at-risk" behaviors boiled over in 1989 when a 9-year-old 4th grader at a Bryson elementary feeder school murdered his 13-year-old brother, a 7th grader at Bryson. The younger brother fired 2 shotgun blasts directly into his brother's back because the 4th grader was upset over a Nintendo game. These 2 children and another brother were unsupervised, waiting for their parents to return from work; the loaded gun hung over the parents' bed.

The home in which they all lived was an old farm house without underpinning and with only one central oil heater in the combination living room/master bedroom. Large rocks piled on top of each other were the steps into the house. The project manager stood in the room of death and could see the outside through the cracks and holes in the walls. All of this scene was in the wealthiest county in South Carolina, the 64th largest school district in the United States. As awful as this situation was, it reflected only a partial portion of the other at-risk--needy--students at Bryson Middle School. Some came from the "nice" neighborhoods. In 1990, the child murderer entered Bryson Middle School as a student. In 1991, the surviving third brother entered. Teachers, students, parents--especially the two boys and their parents--needed Bryson's help in order to cope with the circumstances. Other students and families needed help just as badly for many more reasons.

The rural school no longer could contend in traditional ways with the diverse behaviors, attitudes, and actions of the community's citizens. "Typical" at Bryson was not necessarily "traditional." No matter that the school was now winning state awards for many of its programs and student and teacher achievements and no matter that community involvement was rapidly increasing and that many supportive statements and actions were now attributed to the school--the social ills of the general area had invaded the sanctity of what was supposed to be an orderly school environment. Identifying at-risk students before they entered Bryson Middle School and developing a program to help them succeed in school and survive in life became the overwhelming priorities.

History and Implementation of FANS at Bryson Middle School

In 1987, Dr. Joseph Bevilacqua, South Carolina Commissioner of Mental Health, obtained from James Stockdill, Director of the Division of Education and Service Systems of the National Institute of Mental Health, additional monies to expand the state's Child and Adolescent Service System Program (CASSP). Joining the state's Department of Mental Health (DMH) in this endeavor was the state's Department of Youth Services (DYS). This united effort marked the first of its kind in South Carolina in offering multisystemic support models to juvenile offenders. The proposed grant was further expanded to include two service models in Greenville County: a true experimental design using the Piedmont Mental Health Center client population from two sister middle schools located in the rural southeastern tip of Greenville County. The project manager agreed that Bryson

Middle School would be the experimental school for the project's research. The other part of the CASSP grant was a community-based center in an extremely low socioeconomic status area of inner-city Greenville known as "Green Avenue." Linda Smith of Piedmont Mental Health was appointed director of the grant covering both service model approaches (see Appendix D).

In 1985-1986, the Department of Mental Health served approximately 10,000 youths from its 27 separate community agencies of mental health in over 50 local sites in the state (South Carolina Department of Mental Health, 1989). Coordination of services was a huge problem within the mental health agencies and very difficult to implement in tandem with other human resource services. The grant, therefore, was designed (a) to be a prototype of a comprehensive array of services for South Carolina, (b) to monitor and coordinate services for status offenders moving from one program to another of Greenville County, and (c) to assist parents in improving their capacity to work with their children at home.

The State Department of Mental Health selected Greenville County to be part of this grant because of its agencies' reputation for working proactively with the Department of Youth Services and because of the number of status offenders and emotionally disturbed youth within the locale. Statistics from the 1985-1986 audit of Greenville

County's Department of Youth Services and Department of Mental Health indicated the dire circumstances of the local youths' lives:

1. The county had the highest number of referrals to the Reception and Evaluation Center (R&E), second highest number of commitments, and third highest number of referrals for acts against persons. The Reception and Evaluation Center (R&E) served as the state's "holding area" for juvenile offenders to be evaluated psychologically during a temporary 45-day period or to be detained permanently up to the offender's majority age.

2. Approximately 44% of juvenile offenders were from families with less than $10,000 annual income, and 18% were from families with less than $5,000 annual income.

3. Almost 70% of these children lived with only one parent.

4. About 34% of the offenders were Black.

5. Nearly 10% of these referrals were already "dropouts" from The School District of Greenville County (South Carolina Department of Mental Health, 1989).

The Piedmont Center for Mental Health was specifically selected as the project's origination because of its number of children served and because of its outstanding reputation for job-related successes (South Carolina Department of Mental Health, 1989). Bryson Middle School and the control school were specifically selected because they resided within the service locale of Piedmont Mental Health Center, because their statistical profiles were comparable, because the history and reputation of Bryson Middle School reflected the goals that the project proposed to fulfill, and because the project manager responded enthusiastically to the opportunity to work with the project and mental health personnel.

In 1987, the Department of Mental Health hired Dr. Gary Melton, a Fulbright award recipient, as an outside consultant to assist with the research, writing, and supervision of the grant. Dr. Melton was distinguished as a professor of psychology and law and as the Director of the Center on Children, Families, and the Law at the University of Nebraska-Lincoln. He also served as the Honorary Chairman of the National Center for Child Abuse and Neglect. Possessing the two backgrounds of law and psychology, Dr. Melton was an excellent choice for the pivotal job of giving the grant needed direction based on holistic service models for at-risk youth.

In the evaluation of the total project, each school site and the community center served as comparison studies for the following variables (South Carolina Department of Mental Health, 1989):

1. Referral and no-show rates for traditional mental health services (e.g., no-show rate for Piedmont Mental Health Center clients from Bryson Middle School usually

seen at the school to be compared against that for clients from the control school to be seen at the clinic);

2. Level of community involvement with children and youth, as assessed by adult residents' reports of their records about volunteer activity;

3. Number and seriousness of incidence reports in schools (suspension reports, etc.);

4. Number and seriousness of referrals to family court (school and legal records, Department of Youth Services reports);

5. Frequency of reported vandalism (school and law reports);

6. School climate, as measured by Classroom Environment Scale; and

7. Indicators of quality of life of children and families in the school and neighborhood, as assessed by door-to-door surveys of parents and school-aged children.

On January 6, 1990, the project, "Families and Neighborhood Schools" (FANS) began operation at Bryson Middle School. Vicki Fanning, state-certified adolescent counselor, was the on-site contact but had no specifically structured job format to follow. Indeed, one of the limitations of the project was that personnel were performing in uncharted areas; no other similar program existed in South Carolina or in surrounding states from which to draw comparisons or direction. The service model began strictly as professional counselor and student-client consultation. Students' official long-term caseloads from the Piedmont Mental Health Center were transferred to Bryson Middle School. Just this change alone, however, was not enough to infiltrate a mental health program into a school environment. Therefore, Linda Smith, Pam King, and other mental health officials and the project manager organized an extensive series of focus groups consisting of parents, students, community leaders, and teachers to discuss the needs of the community and of the school in terms of making a positive impact on the lives of children. This approach gave direction to the project by identifying priorities in school and in the community. These focus groups also officially represented the first public recognition of FANS.

From information gathered from these focus groups, Fanning organized voluntary group sessions for students who wished to discuss issues typically affecting adolescents' lives: (a) making and keeping friends, (b) stress management, (c) divorce and other family issues, (d) conflict resolution skills, and (e) study skills (see Appendix E). Participation of approximately 50 students was minimal, during this semester, partly because of the issue of trusting Fanning as a newcomer and partly because of the stigma and mystery associated with the term "mental health."

Fanning and Smith began earning the reputation among students, parents, and teachers for confidentiality, neutral listening, and adolescent empathy. They often joined administrative and parental conferences to assist in offering viable options to students for their behaviors and to offer assistance to the students and parents despite the punitive consequences of offenses committed. By the fall of 1991, two additional staff members were hired to meet the growing demands for service from FANS. Lucinda Shealy, a doctoral student in clinical psychology from the University of South Carolina, assisted Fanning two days a week in the clinical practice and in one-on-one intervention. Helen Smart, a former teacher, assisted four days a week in working directly with parents in improving their intervention skills and in presenting the voluntary group sessions to approximately 300 students or almost one third of the student population.

Solution Strategies

Based on the research of intervening in at-risk behaviors, the project manager planned to address two main areas for student improvement, the affective and cognitive domains. Affectively, at-risk students at Bryson Middle School needed more interaction with peers from all levels of socioeconomic statuses, more direct intervention to deal with their problem behaviors, and more opportunities for intensive systemic intervention for recognizing and correcting problems within the school setting and within a family structure. Cognitively, these at-risk students needed more assistance in preparing mentally for school and its purposes, recognizing how to prepare logistically for school success, and obtaining the mandatory academic abilities and skills to succeed. Throughout both affective and cognitive goals, the need existed for the school, parents, and community agencies to unite efforts in alleviating at-risk behaviors among students.

To accomplish these two major goals, the project manager sought methods to identify at-risk students entering Bryson Middle School as sixth graders. The intent was to isolate their problems as quickly as possible so that efforts for alleviation could be concentrated not only during the sixth grade but also throughout the students' three-year stay at Bryson Middle School. Systemic intervention techniques included formal clinical counseling, informal group and individual counseling, class and group topical discussions, home visits, parent seminars, other outside agency referrals, tutoring programs, and student advocacy programs.

To track the progress of the solution strategies for coping with the at-risk behaviors of students, the project manager monitored selected school variables generally associated with school success: attendance, discipline profiles, race and sex, grade point averages, at-risk problems, and counseling intervention strategies. Associated with these data, the project manager also maintained data on classroom environment and school effectiveness as generated from the School Improvement Council Survey, from the initial Classroom Environment Scale, from FANS focus groups, from interviews, and from personal records and observations.

Strategic Plans

From an educational point of view, FANS had to have practical applications at Bryson Middle School. Although the grant's objectives were worthy for their own purposes, teachers, parents, and community residents needed to understand the project from a local perspective and to grasp its positive impact on students in order to accept its presence and to use its offerings. In the beginning equally important was overcoming any hesitancy in people's commitment because of preconceived, negative reactions to "mental health," "shrinks," "crazy," etc. Especially during the first three months, the adolescent counselor and project manager searched for ways to communicate the positive aspect of the grant without overemphasizing the words "mental health." Generally conservative and reflective of many fundamental "Bible-belt" beliefs, parents at first questioned the project's hidden agenda to deny religious teachings, to promote "New Age" philosophies, and even to advocate sexual promiscuity.

Eventually school personnel successfully explained that FANS offered an extra opportunity to help students do well in school without overemphasizing the component of clinical counseling. Parents then no longer balked, and more students became interested.

Simultaneously, during the winter semester of 1991, while organizing the focus groups and designing the voluntary student sessions, Hoover and Fanning worked together on the project manager's practicum study of sixth graders' physically aggressive behaviors. The study classified behaviors according to the level of aggression and according to sex and gender of students. The study identified comparisons between students' assignments to the in-school suspension (ISS) program and to their respective grade point averages. Fanning's first integrated function as adolescent counselor and school staff member was assisting the ISS teacher, assistant principals, and the project manager in working with these specified students on their behaviors and classroom performances. Her appearance as "one of the staff" gained her and the project's expanding functions acceptance at the school.

Once the direction of the project was defined in relation to school operations, the project manager began identifying strategies to incorporate FANS and its resources into the Major Applied Research Project (MARP). Since Bryson's staff had no influence on the type of students entering the 6th grade from elementary feeder schools, the necessity existed to identify the "at risk" students immediately so that their problems and behaviors could be improved as quickly as possible. In June 1991, professional personnel at 6 feeder schools submitted lists of students at-risk for school success. The qualifying criteria were: (a) inappropriate personal behaviors or coping skills, (b) family crises or dilemmas, (c) medical handicaps, and/or (d) poor grades or inappropriate academic placement. Students qualified either by single or multiple criteria. The original list included 70 in-coming 6th graders, but over the summer this number stabilized at 59 out of a class of 325 6th-grade students, or approximately 18% of the class.

During the summer of 1991, Fanning and Hoover began contacting families of the targeted students. Many students and parents visited Bryson before school opened to meet privately with either or both persons. The immediate one-on-one intervention was the beginning of "bonding" with these students and parents who typically expressed low opinions of themselves and about school, or, just as typically, could not or would not express any opinions. Six families began private clinical counseling with Fanning because of the seriousness and immediacy of the students' or families' problems. By school's opening in August, all of the 59 students and families had been contacted. Just this act alone brought favorable reactions from parents that the school staff cared about their children. One parent commented that she felt much more at ease after having seen the school and after knowing people cared about her child. Another parent said, "I'm glad to know that all of you will try to help my son. He's had a hard life and a hard time in school." Many of the parents had had negative school experiences as students and as parents; hearing from the school for positive, proactive reasons was a new and nonthreatening experience. Parents offered strong verbal support to the school and generally responded cooperatively to the program's offerings.

During the teacher workdays in August 1991, the project manager and Fanning presented a workshop to all sixth-grade teachers on identifying at-risk students and on dealing with their problems and needs. The two women also assisted teachers privately in learning the backgrounds of their at-risk students. In addition to biographical information on the students, Fanning and Hoover further explained to teachers another strategy to be implemented that would track the students' progress throughout the year.

In order to manage effectively this large group of students, the project manager developed a plan to provide small group interaction with key staff members. Two school guidance counselors, the ISS teacher (also a certified guidance counselor), a language arts teacher (also a certified guidance counselor), two assistant principals, Fanning, and Hoover divided the list of at-risk students into small contact groups. The staff planned to meet with their students biweekly as a minimum. The project manager developed, for each professional, a specific format of information to obtain from these at-risk students and a system for organizing this information obtained (see Appendix F). Personnel were free to present topics pertinent to their groups' needs. Among such topics were: (a) family role responsibilities, (b) school's purpose and value, (c) stress management, (d) temper control, (e) Black role models, (f) sex roles and stereotypes, (g) group responsibilities, and (h) planning and time management. Several group leaders invited resource speakers to meet the small groups and to assist the students as directly as possible.

Logistical tracking of these students included an impact matrix denoting the four criteria for at-risk behaviors: attendance, discipline, grade point average, and intervention. Using the Osiris computer program standard in all of South Carolina's schools, the project manager computed statistics each quarter on each student (see Appendix G). She then tracked these findings for at-risk students' progress and also compared this result to the entire sixth-grade class's progress in each of the criteria. Conferences with students and parents occurred at strategic times to improve students' performances. Some home visits occurred, too, if parents would not cooperate or if the extra effort was needed to help the student understand the importance of school success. One anticipated benefit of this group intervention tactic using mental health and school resources was the decrease in the number of recommendations to expel students. The mental health program offered the principal another recourse, other than expulsion, for handling students' problems.

Many Bryson Middle School students were socially unaware and unprepared for any type of implied "caste" system; yet, once they entered sixth grade, they saw that they either could not fit in with certain students or did not want to fit in with certain students. The four chief elementary feeder schools were more or less comprised of upper-middle classes, middle class, and lower-middle to poverty. Students had attended their respective schools within a fairly homogeneous socioeconomic class system. Students from the feeder school with the lowest socioeconomic status had historically had the students whose behavior was the worst to handle: aggressive, hostile, disrespectful, and unfocused.

To counteract this particular problem, the project manager implemented student advisory groups designed with total heterogeneous grouping. Even self-contained special education students were mainstreamed one period each day for advisory. At-risk students were assigned a class with all other types of students so that all could benefit from each other's strengths. Since ability grouping was still occurring in some academic areas, heterogeneously grouped related arts and advisory classes were often the only opportunities for students of extremely different abilities--and usually of extremely different socioeconomic statuses--to mingle. Advisory teachers used professionally prepared materials to support growth in the affective domain; however, the best strategy planned was an old-time, almost forgotten, recess to occur every other day during the advisory/lunch period. When students were playing, tossing a football, or shooting basketballs, no one was "at risk" except the ones with poor playing abilities.

Natural Helpers, a nationally recognized student advocacy and peer counseling program, was implemented as a solution strategy to student problems. The entire student body selected the Natural Helpers by a sociogram based on whom students considered confidential, active listeners at Bryson. Approximately 30 students and 5 teachers were identified and trained as Natural Helpers to assist students with their school and personal problems. Interestingly, some "at-risk" students were selected. To supplement Natural Helpers' work, Dr. Sandy Speer, Director of the Marshall I. Pickens Adolescent Psychiatric Hospital in Greenville, South Carolina, assisted the students in their training, spoke to parents and teachers at PTA about depressed and suicidal teenagers, and conducted two tours of the hospital facility for teachers and Natural Helpers.

In order to keep students involved in developing sound mental health and in focusing on school responsibilities, the project manager and FANS staff planned many group interventions to occur during the school year of 1991-1992. Voluntary groups occurred for students in all three grades in the following areas: (a) study skills, (b) children of divorce, (c) stress management, (d) self-esteem, and (e) friendship skills. Helen Smart joined the staff of FANS, in November of 1991, to assist with the growing number of group sessions that students were requesting.

A former teacher, Smart bridged any gap remaining between the two worlds of mental health counseling and school success. Her frame of reference was that of a teacher's; therefore, she understood the teachers' frustrations in trying to help these at-risk students, to teach a content curriculum, and to maintain professional and personal poise. Smart's first duty was to assist with the groups on effective study skills and time management. Afterwards, she began going into all of the classrooms to do sessions on time management, organization, study skills, and accountability. She complemented these sessions by working with individual students referred by teachers, or themselves, for additional study skills assistance.

During the fall of 1991, Fanning, Smith, and Hoover began work on a joint effort between the Department of Mental Health, Department of Youth Services (DYS), Bryson Middle School, Standing Springs Baptist Church, and nearby Hillcrest High School on a tutorial program for some of Bryson's most at-risk students. The strategy proposed that 12 honors-level students of Hillcrest High School would tutor after school, at a neutral site, 12 of Bryson's most academically needy students from grades 6, 7, and 8 (see Appendix H). One stipulation for Bryson's participants was that any juvenile offender being monitored by Department of Youth Services as an active case had first priority for program admission. Personnel at the local Standing Springs Baptist Church volunteered to transport Bryson's participants in the church's van once a week from the school to the church, to feed the students a snack, and to provide privacy within the facility for each pair of tutors and students. A staff member from FANS, the Department of Mental Health, the Department of Youth Services, or from the school supervised the sessions and conferred with students and parents.

Fanning, Smith, a DYS representative, and the project manager arranged the first ten-week session during the fall of 1991; however, Smart became the primary FANS advocate for the tutoring program during second semester when another dozen students began the program. She expanded this role to include more extensive work with the students' parents and teachers at Bryson.

The last major strategy plan was the Business/ Education Partnership the project manager entered into with Michelin Tire Corporation. With its North American corporate offices located in Greenville, Michelin was searching for ways to enhance its image of being involved in the local communities. Michelin chose a partnership with a local school rather than one with a civic or charitable organization. The project manager and other middle school principals interviewed with Michelin corporate executives to explain the needs of their respective students and schools. Michelin selected Bryson for partnership because of the principal's request: "Give us people to work with Bryson's students--not money or programs." Over the summer and fall of 1991, Michelin's and Bryson's staffs developed a major tutoring and resource program (a) to assist students academically, (b) to offer technical expertise in some content areas (e.g., science, industrial technology), and (c) to offer one-on-one affective and academic support for students. Michelin agreed to provide 50 tutors to meet weekly with students that the school staff selected for assistance in reading, language arts, and math. Students agreed to forfeit their related arts classes for tutoring. Michelin resource persons assisted in science classes and in the newly acquired industrial technology lab supplied with computers, robotics, and other state-of-the- art technology. All tutors volunteered their time; while helping students at Bryson Middle School, Michelin expected salaried employees to make up their missed work time and hourly paid employees to make up time or forego wages. Despite this personal and financial stipulation, Michelin employees' responses were overwhelmingly positive to tutoring, and by second semester, students were requesting to be in the tutoring program. Seventy tutors eventually volunteered; at least 150 were actually needed.

Supporting Literature

The project manager located no other research studies that emphasized a school-based, clinical mental health program comparable to FANS; however, several studies worked with aspects of sound mental health in order for students to achieve school success and to improve their attitudes toward school. Overcoming at-risk behaviors within the school setting was not confined to America. Murphy (1986) in Australia advocated that disruptive behaviors affecting academic success were best improved with programs "to develop in students positive attitudes . . . and social skills." She advocated programs to develop empathy, social skills, life skills, negotiation skills, problem-solving skills, and assertiveness so that students could interact socially and learn appropriately. She also stressed that a school-wide discipline plan had to address the total needs of the student, not just an isolated behavior problem.

Trumbull (1987) reported that middle school students improved in measures of self-esteem and behavior after group counseling. In his study, 16 students participated in 12 sessions of group counseling to improve self-esteem, communications, interpersonal relations, self-discipline, and values. Although all of the students did not meet the research study's academic goals, 13 of the 16 improved their behavior and social skills.

In a similar study, Nenortas (1987) used peer group counseling as an intervention to improve absenteeism, poor school attitudes, and low self-esteem of disruptive middle school students labeled high-risk. He endorsed training sessions for teachers to learn techniques in handling the many problems associated with at-risk students. He cautioned that teacher burn-out was a viable by-product of working intensely with disruptive, academically unfocused students.

In a study on students' perceptions of middle school discipline and teaching procedures, Bergman (1989) reported that students needed more time to socialize than the typical school day provided. She advocated an advisory program to provide informal and formal guidance in the middle school. She stressed, too, that awareness of students' health needs was an integral part of the advisory model. Finally, Bergmann linked communicating positive messages to parents about students' progress with students' improved attitudes toward school.

Fanning and Smith stated that mental health counseling for at-risk students at Bryson Middle School had to include systemic interventions for students' inappropriate behaviors, social maladjustments, and poor academic performances; for families' stresses, conflicts, and interpersonal relationships; and for teachers' understanding and coping skills. Fanning and Smith contended that intervention had to begin at the local school setting, away from the artificial environment of a mental health clinic. Efforts had to include voluntary group meetings, individual and family counseling, and outside agency referrals.

Changes in Perceptions and Attitudes

Ideally the project manager would report that the operation of FANS and identification of at-risk sixth-grade students solved all of the academic, social, and emotional problems of students at Bryson Middle School; unfortunately, nothing in the solution strategies was an instant panacea for the complex problems of these students and this school. The approach undertaken to alleviate the problems and behaviors of at-risk students enlightened many, changed a few attitudes, and, at the very least, informed all that Bryson's students needed more than a class lecture and overhead transparencies in order to learn effectively, to be productive citizens, and to be happy, well-adjusted people. Mental health officials and the project manager considered the reactions and results to be typical and, in fact, a good indication that these solution strategies had a strong foundation in the first efforts of implementation.

The overwhelming singular attitude expressed by many older teachers was that today's students did not respect them as students did 20 and 30 years ago. Even less experienced, less cynical younger teachers began judging students by their lack of social skills and awareness. In many cases, teachers had judged students as young as 11 years old as not being able to function as well socially as the teachers believed the students should; sadly, accompanying this judgment was also the belief that correcting the problem was not their responsibility. Thus, the major battle fought was one between upper middle-class values and standards of educated adults and lower middle-class values and standards of children. Both groups too often were foreign to each other in communicating and accepting.

Fortunately, many staff members already understood the pervasive needs of Bryson's students. Many others, during the school year, became more accepting--and less critical--of socially deprived students. These teachers began assisting these students in overcoming some of the obstacles hindering their academic and emotional growth. One teacher in particular stood out for his "hidden compassion." Mr. "X" was 65 years old, hard-of-hearing, and generally very gruff, loud, and often appeared insensitive to his students' needs. He wanted a "perfect" classroom full of students who did not talk back and who thought science was wonderful. He usually ended up with an academic scene quite the opposite, with his being the caricature of the typical authoritarian teacher with students testing him to the limits.

Without telling the project manager, Mr. "X" began talking about his students to Fanning, at first because he wanted to complain and to denigrate them, but later because he better understood their personal needs beyond the classroom. He did not confide in the students or to the project manager that he cared; however, Mr. "X" began seeking the assistance of FANS for his students. By the close of the 1991-1992 school year, this same teacher, the oldest member of the staff, advocated for the program and had bridged some of the communication gap between students and teachers.

Many other successful attitude changes occurred also. Teachers initiated help for students with formal programs on study skills, conflict resolution skills, and often with more one-on-one contact with the student about a problem after the teachers had discussed the problem with FANS personnel. In summary, by the conclusion of the school year, many staff members indicated to the project manager that they were developing a different, more pro-child attitude toward students. They had assimilated information about at-risk students from in-service workshops, daily professional contacts, Michelin tutors, at-risk groups, FANS personnel, and the project manager's beliefs and philosophies in order to view the problem differently. Instead of automatically blaming and criticizing the students and their families for lack of manners, poor social awareness, and inadequate academic skills, many teachers were seeing these shortcomings as pieces of the whole problem and not as the total picture of the child.

Educational Leadership Appraisal (ELA) for Change

All of the dimensions of ELA contributed effectively to planning, organizing, implementing, delivering, and modifying this Major Applied Research Project. Because of the sensitivity of mental health issues, "Problem Solving" was an integral dimension in overcoming people's attitudes and perceptions. As previously stated, overcoming emotional barriers to the perceptions of "mental health" was complicated. Without appearing threatening or critical, presenting FANS and publicly identifying at-risk students required astute political behaviors and more than a little risk-taking (see Appendix I). Gaining the attention of the residents of the community on the problems of their children and Bryson's students was an eye-opening experience for all.

Because FANS was a joint effort between the local mental health clinic and Bryson Middle School, the project manager had able assistance in all behaviors related to the ELA dimension "Management and Control." In fact, this dimension presented the least stress, the least resistance of any part of the MARP simply because there were enough people sharing the huge responsibilities of initiating this innovative program.

"Task Orientation" and "Interpersonal Qualities" presented no major difficulties with the exception of two behaviors, stress tolerance and group leadership. Motivating changes in attitudes and perceptions of the staff toward at-risk students proved more difficult than first expected. Unlike the FANS organization, the project manager had no assistance in helping teachers to work more productively and innovatively with at-risk students. Consequently, stress tolerance for the many new programs and techniques was an obstacle for teachers and the project manager. All concerned had countless ideas for assisting students but were limited by time and resources. More group leadership by the project manager on the specific strategies proposed might have alleviated some of the stress; however, other school priorities also demanded the project manager's attention.

Terminal Outcomes and Process Objectives of Strategies

Improving the school success status of at-risk students was the ultimate goal. Components of this goal included students' attendance, academic progress, behavioral performance, and possible multiple systemic interventions. Four terminal outcomes and associated process objectives summarized these efforts.

Original Action Plan

Terminal Outcome 1

By June 1992, a review of the 1991-1992 year's attendance of the 59 identified at-risk 6th graders will indicate a rate of 95% or an improvement of .5% over first semester's attendance rate.

Process Objectives

1. Attendance personnel, counselors, and administrators will monitor attendance on a regular basis to include student and/or parent conferences, teacher intervention, Saturday Make-up School, or truancy court referrals.
2. At-risk students experiencing attendance problems (five or more unexcused absences) will participate in a group counseling program held at school.

Terminal Outcome 2

By June 1992, the year-end grade point averages of 50% of the at-risk 6th graders will be a minimum of 1.75, C-, or will have increased .5 point over the mean grade point average earned at the end of first semester.

Process Objectives

1. Counselors and administrators will serve as mentors to groups of these at-risk students and will meet with them on a biweekly basis or as needed.
2. FANS personnel and guidance counselors will engage these students in group counseling on subjects to support academic efforts and social development.
3. Teachers will engage in staff development activities to increase hands-on teaching and learning techniques.
4. From October 1991 until June 1992, a Business/Education Partnership with Michelin Tire Corporation will engage these students in small group or individual tutoring in any academic area needed on a routine basis.
5. The most severe academically at-risk students will participate in an after-school tutoring program at a local church with screened high-school tutors.

Terminal Outcome 3

By June 1992, identified at-risk 6th graders will constitute no more than 25% of all days lost to in-school or out-of-school suspension discipline.

Process Objectives

1. Counselors and administrators will serve as mentors to groups of these at-risk students and will meet with them on a biweekly basis, or as needed.

2. FANS personnel and guidance counselors will engage students in group counseling on conflict resolution skills and in individual counseling for serious social deficiencies contributing to disruptive or violent behavior.

3. Teachers will conduct activities in advisory groups to foster positive peer relationships, conflict resolution, and temper management.

4. The principal will compare students in this group to all other students on a monthly basis for incident rate of violence or other disruptive or illegal activities.

5. Natural Helpers, a student counseling program, will offer support services to students desiring peer assistance.

Terminal Outcome 4

By June 1992, identified at-risk sixth graders and their families will participate in individual conferences, as needed, to determine the extent of multiple interventions needed to reduce contributors to students' at-risk environments.

Process Objectives

1. FANS personnel will explain and offer services to families in the following areas: (a) Aid to Families of Dependent Children (AFDC) and other services from the Welfare Department, (b) School-lunch services based on finances, (c) Pregnancy Support Services, (d) Pregnancy Options, (e) Crisis Centers for Battered or Abused Women, (f) Alcoholics Anonymous, (g) South Carolina Intervention Program, (h) Residential homes, (i) Clothing and Food Banks, (j) Housing Services, (k) Mental health treatment centers and service options, and (l) Adolescent Treatment Centers.
2. FANS personnel and the project manager will instruct teachers, parents, and community residents in the systemic approaches to at-risk behaviors.
3. FANS personnel and the project manager will offer parents opportunities to attend workshops on parenting skills, behavior modification, and academic support skills.

Evaluation and Procedures

Project success was defined as a minimum of 50% of the students reaching terminal goals of attendance, academic achievement, and behavior. To assess these objective measures, the project manager utilized the Osiris computer program used throughout the schools of South Carolina and the other resources of Bryson Middle School and The School

District of Greenville County.

For the objective evaluations, the impact matrix listed by identification number all of the 59 at-risk 6th graders who began school at Bryson in the fall of 1991. The researcher generated reports and extracted information from Osiris to determine the grade point averages for all 6th graders without the at-risk students as 1 group and then specifically for the at-risk students as a separate group. The researcher computed averages and percentages for the purposes of comparison.

Similar procedures generated information about attendance. For the purpose of recording attendance, serious medical needs validated with doctors' notes were not counted; any other absence was tallied. The overall attendance goal was not calculated until after the 180-day state report was submitted in June. After each quarter, only students' total absences were recorded on the matrix.

Discipline violations were categorized in the impact matrix according to the Osiris classification system. After each quarter, the researcher recorded the total number of discipline referrals and their accompanying classification codes for each student. At the end of the school year, discipline infractions were classified into three additional categories: aggressive behaviors (fighting, assault, weapons, etc.), conflict resolution (insubordination, disrespect, etc.), and logistics (tardies, truancy, unauthorized areas, etc.). Total days assigned to in-school suspension and to out-of-school suspension were tallied in percentages. For comparison, the total number of sixth graders assigned either punishment was computed.

At the end of the school year, the adolescent counselor, assistant principals, and guidance counselors assisted the project manager in compiling a list of all intervention services offered to each at-risk student. Services ranged from group participation, teacher conference, home visit, individual therapy, residential placement, to arrest. The number and types of intervention services were used in the profiles of students who did and did not meet the three terminal goals.

The project manager gathered information for individual and group profiles from anecdotal records. These records reflected insights gained about the students by the administrative team. This eight-member team consisted of the principal, two assistant principals, two guidance counselors, one in-school suspension teacher, one regular teacher, and the FANS counselor. Opportunities for anecdotal recordings came from scheduled events and from informal opportunities: the advisory lunch meetings with all grades; the biweekly small at-risk group meetings; and other personal contacts with the at-risk students such as individual or parent conferences, field trips, or social interactions.

For the biweekly group meetings, the researcher provided each of the eight team members with notebooks in which to record specific information about the students. The project manager reviewed these quarterly to note students' progress. Other sources of anecdotal information included the weekly FANS log of student services, discipline records, parent-teacher conference logs, personal notes, school/home correspondence, and teachers' observations These, too, were reviewed periodically for progress.

Interviews with students and family members through telephone conferences and home visits were documented. The purpose of the call or visit, family members in attendance, reactions, etc., provided sources of information about students' and parents' attitudes toward school, the at-risk intervention efforts, and the FANS services. Information gained from interviews with high school student tutors, parent volunteer tutors, and Michelin Business/Education tutors were used to address students' attitudes toward learning, toward Bryson Middle School, and toward school success--not just failure.

The project manager administered, in the spring of 1992, another survey from the School Improvement Council (SIC), to assess attitudes about effective schools and about classroom experiences. All teachers (n=53) and a 20%

random sample of students (n=186) and parents (n=186) had opportunities to complete surveys sponsored by South Carolina's School Improvement Council. Personnel at The State Department of Education tallied the results in percentages, mean scores, and standard deviations. The project manager compared the results with those gathered in the spring of 1991.

FANS personnel were scheduled to administer, in the spring of 1991, another Classroom Environment Scale (CES) to all students in the control and experimental schools to assess any changes in their attitudes toward school, authority, their teachers, and learning experiences. The initial administration of the CES in 1990, however, had met with overwhelming negative reactions from teachers in both schools. Teachers were skeptical about why students were evaluating them and the classes they taught. Linda Smith, director of the mental health project, decided to cancel temporarily the second CES in order to preserve the positive working relationships between the mental health center and the teachers.

At the conclusion of the 1991-1992 school year and over the summer the administration team assessed the status of "at-risk" for each of the 59 students. Those meeting all three terminal goals were declared "graduates" and would be labeled "regular" instead of "at-risk" students. The project manager planned to invite these students to at least one social event during the summer months so that students and their families kept in touch positively with Bryson Middle School.

The project manager completed 1 final data matrix in November 1992, after the original at-risk students finished first quarter of grade 7. The project manager compared these results with those gathered on the matrix in November 1991. The project manager and other group leaders culminated the project by conducting an exit interview with all of the original 59 at-risk 6th graders about the systemic intervention efforts and additional support systems needed by these students.

Implementation Design, Personnel, and Resources

To implement systemic interventions for at-risk behaviors, the project manager designed a variety of activities and programs to immerse at-risk students in assistance. Tutoring, mentoring, group interactions, private counseling and conferences, parental-school interaction, data monitoring, and student advocacy groups required a huge amount of organization and management and required personnel from many levels and expertises. Teachers, parents, students, community citizens, business leaders, school district leaders, and local and state service agency personnel all united to participate in the activities.

Notable resources included the alliances with the local and state offices of mental health and with Michelin Tire Corporation. Secondary resources included the consultant work of Dr. Gary Melton, grant writer, and Dr. Linda Schmechel, workshop presenter. The resources of South Carolina Educational Television and the South Carolina State Department of Education provided the project manager with information on other programs across the state dealing with at-risk students and associated school failures.

Limitations of Study

In designing the project's activities, the project manager recognized many limitations of the study. Externally, no research or comparable programs existed delineating the organization, activities, and results of a similar joint effort between mental health and middle schools; therefore, replicating a study was impossible. Implementing the project required creativity and strong problem analysis and still remained a "wait and see" proposition. Also, the key figures in writing the grant proposal worked for the local and state mental health agencies and for the University of Nebraska. All personnel assembled jointly with the project manager only once to discuss the overall scheme of events. Primarily, Linda Smith and Melton orchestrated the project's research and writing. The project manager provided anecdotal records, school-data reports, and assisted in needs assessment, organization of design, and implementation of school-site activities.

Internally, many limitations affected to some degree the effectiveness of the study. Identifying the 59 at-risk students required personnel of 6 feeder schools to assess subjectively the at-risk status of students based on generic categories. Few measurable criteria (e.g., attendance, grade point averages) supported the personnel's opinions. However, none of the 59 students was removed from the school project because of lack of need. Although the staffs of these feeder schools had no formal training in working with at-risk students, their selections proved accurate.

Teacher preparation for the project and for working with at-risk students needed to be more extensive; however, time constraints of all personnel and financial resources proved limiting. An inadequate personnel allocation inhibited the efforts of the project manager to conduct more staff in-service seminars and home visits. The project manager's group leadership skills needed to be stronger in staff development to affect the teachers' perceptions of at-risk students and their often accompanying disrupting behaviors.

Personnel working with the small groups of at-risk students often had no formal training in counseling or identifying at-risk behaviors. The 2 guidance counselors were new to Bryson during the 1991-1992 school year. The teacher conducting a group had a guidance degree but no formal experience. The in-school suspension teacher who had conducted so many activities supportive of at-risk students was promoted to another school in midyear 1991. Her replacement was a temporary teacher who began in December 1991 but who also had many years of teaching experience and was very capable. Finally, the 2 assistant principals assigned to monitor 1,000 students were drastically overworked even before being assigned a new project.

Although the tutoring programs were tremendous assets, none of the adults received formal training to tutor. The project manager should have conducted an orientation session on the emotional, physical, and social development of middle school students. The tutors' lack of understanding in these areas occasionally hampered bonding with some of the students. Also, since no other tutoring programs of this magnitude existed in The School District of Greenville County, planning the activities and anticipated progress was difficult without a prototype.

Finally, more work was needed in communicating the need for students' heterogeneous grouping during advisory lunch (ADL) periods. Teachers unaccustomed to anything but ability grouping of students often became frustrated with so many academic and social levels of students. Likewise, having special education students in regular ADL classes was overwhelming for some teachers who announced, "I'm not trained to deal with this type of student." The administrators also had difficulty maintaining the weekly lunch meetings with the advisory groups, because school emergencies and other priorities often demanded their attention. Many teachers failed to understand the social growth that all students could have experienced by learning from each other ways to improve social skills and by learning ways to make friends outside of their usual circles. Nevertheless, the teachers' lack of understanding of this concept did not necessarily prohibit the students' sharing and growing on their own. The project manager ultimately decided to forego structured ADLs in 1992. Instead, she implemented expanded homeroom periods with heterogeneous student enrollments.

Chronology of Implementation Activities

The following chronology reflected the planning of the Major Applied Research Project and of its associative activities throughout the implementation phase.

1991

May: (a) contact with four feeder schools to identify all rising at-risk sixth graders through resources of principals, counselors, parents, and school records, (b) planning of students' special interest counseling groups and topics

June-August: (a) 59 at-risk 6th graders identified from feeder schools' personnel and school records, (b) advisory groups organized; instructional materials ordered, (c) public instruction on FANS by personnel of Bryson Middle School at Kiwanis Club and Rotary Club, (d) restructuring of math curriculum with teachers for emphasis on curriculum deficiencies, (e) individual conferences begun with at-risk students and families, (f) scheduling completed with emphasis on teacher selection for at-risk students

August 12-16: meeting with FANS personnel and Michelin's coordinator for Business/Education Partnership and tutoring program

August 19-23: (a) faculty instruction on personality differences and types through the Myers-Briggs Personality Inventory (Linda Ward, trained assessor), (b) school orientation for 325 6th graders and their families, (c) teacher staff development activity by Susan Hoover on the advisory group approach and its contribution to middle school restructuring, (d) joint meeting with Michelin representatives for tutoring, Bryson's department chairpersons and administrators, and FANS personnel

August 26-30: (a) parent volunteer coffee for tutorial and other associated services, (b) meeting with Susan Williams, Michelin Coordinator, regarding tutoring

September 2-6: (a) conference with counselor/teacher Paul Varga about transition programs for sixth and ninth graders, (b) student sociograms for sixth grade

Natural Helpers

September 9-13: (a) conference with Paul Varga on eighth grade transition class and with candidates, (b) meeting at Hillcrest High School for candidates of "Transition 8," their parents, and school officials

September 16-20: (a) in-service workshop for special education teachers on FAST for hands-on science instruction, (b) parent meeting for all sixth graders regarding financial planning for college, (c) meeting with Michelin coordinator on students identified for tutoring, (d) meeting with FANS personnel regarding at-risk group and special assignment groups

September 23-27: Natural Helpers training weekend at Camp Greenville (30 students and 6 staff members)

September 30-October 4: (a) Progress Reports, (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis,(d) introductory meeting with high school tutors, 10 at-risk 6th graders, and 6th graders' parents about the special after-school tutoring program in association with Bryson Middle School, Piedmont Mental Health, and Standing Springs Baptist Church, (e) tutoring with high school students and selected at-risksixth graders

October 7-11: (a) Drug Dog Assembly for 44 ADL representatives, (b) six Focus Groups of parents, students, and community business persons for update on FANS and for general school improvement, (c) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (d) tutoring with high school students and selected at-risk 6th graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

October 14-18: (a) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (b) "Get Smart" assembly for crime prevention for sixth graders, (c) seven Teacher Focus Groups for update on FANS, (d) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (e) tutoring with high school students and selected at-risk sixth graders, (f) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (g) meetings with Dr. Gary Melton of the University of Nebraska (grant's overseer and writer), (h) tutoring with high school students and selected at-risk sixth graders, (i) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

October 21-25: (a) Junior Beta Club Induction (at-risk group invited), (b) special play, "Halfway There," on drug abuse for Red Ribbon Week, (c) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (d) tutoring with high school students and selected at-risk sixth graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

October 28-November 1: (a) Halloween dance--special invitation to at-risk group, (b) staff tour of the Adolescents' Program of Marshall I. Pickens Psychiatric Hospital in Greenville, SC, (c) math teachers' in-service on curriculum with sixth-grade emphasis, (d) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (e) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a bi-weekly basis, (f) tutoring with high school students and selected at-risk sixth graders, (g) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

November 4-8: (a) individual sessions with students on conflict resolution (determined by first quarter's discipline records), (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) Children of Divorce group session for all grades with FANS personnel

November 11-15: (a) school personnel to begin home visits November 11-15 with at-risk sixth graders whose attendance, grades, and behavior are unacceptable (visits to continue throughout the year as needed), (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (d) tutoring with high school students and selected at-risk sixth graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (f) Children of Divorce group session for all grades with FANS personnel, (g) Stress Management group session for all grades with FANS personnel

November 18-22: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) tutoring with high school students and selected at-risk sixth graders, (c) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (d) Children of Divorce group session for all grades with FANS personnel, (e) Stress Management group session for all grades with FANS personnel

November 25-29: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) Children of Divorce group session for all grades with FANS personnel, (f) Stress Management group session for all grades with FANS personnel

December 2-6: (a) groups and home visits continued, (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with

Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) Children of Divorce group session for all grades with FANS personnel, (f) Stress Management group session for all grades with FANS personnel, (g) Progress Reports

December 9-13: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) Children of Divorce group session for all grades with FANS personnel

December 16-20: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) tutoring with high school students and selected at-risk sixth graders, (c) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (d) Children of Divorce group session for all grades with FANS personnel

1992

January 6-10: (a) attendance counseling (five or more unexcused absences), (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (d) tutoring with high school students and selected at-risk sixth graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (f) Study Skills group session for all grades with FANS personnel

January 13-17: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) tutoring with high school students and selected at-risk sixth graders, (c) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (d) Study Skills group session for all grades with FANS personnel

January 20-24: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (c) faculty in-service training on at-risk students presented by mental health personnel and school administrators, (d) tutoring with high school students and selected at-risk sixth graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (f) Dr. Joseph Bevilacqua, State Commissioner of Mental Health, to visit Bryson Middle School to discuss FANS and at-risk students, (g) Study Skills group session for all grades with FANS personnel

January 27-31: (a) ssertive discipline plan (Lee Canter) reviewed with faculty and students, (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) Study Skills group session for all grades with FANS personnel

February 3-7: (a) Self-Esteem group session for all grades with FANS personnel, (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

February 10-14: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) Self-Esteem group session for all grades with FANS personnel, (f) Progress Reports

February 17-21: (a) PTA sponsored program for community, "Teenage Depression and Suicide"; FANS overview, (b) Presentation on FANS and at-risk students at Kiwanis meeting, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) Self-Esteem group session for all grades with FANS personnel

February 24-28: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) Self-Esteem group session for all grades with FANS personnel

March 2-6: (a) home visits emphasized again, (b) Parent/Teacher conferences (after third quarter's report card) for at-risk students, (c) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (d) tutoring with high school students and selected at-risk sixth graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

March 9-13: (a) test-taking skills emphasized in every ADL; special emphasis with at-risk sixth graders (Stanford 8), (b) Parenting Skills class for recognizing developmental changes in adolescents: "Shifting Gears to Middle School", (c) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (d) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (e) tutoring with high school students and selected at-risk sixth graders, (f) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

March 16-20: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) tutoring with high school students and selected at-risk sixth graders, (c) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (d) presentation on FANS and at-risk students at the Greenville Spartanburg Phi Delta Kappa Chapter meeting

March 23-27: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

March 30-April 3: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) tutoring with high school students and selected at-risk sixth graders, (c) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's

Business/Education Partnership, (d) teleconference in Columbia on statewide programs for at-risk students

April 6-10: (a) School Improvement Council surveys administered again for 1991-1992, (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (d) tutoring with high school students and selected at-risk sixth graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

April 13-17: (a) participation in the committee on "The Needs of Children with Emotional Handicaps at the meeting of the State Board of Mental Health in Columbia, (b) Spring Break

April 21-24: (a) test-taking skills emphasized in every sixth and eighth grade ADL; special emphasis with at-risk sixth graders (Basic Skills Assessment Program), (b) Classroom Environmental Scale administered again for 1990-1991, (c) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (d) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (e) tutoring with high school students and selected at-risk sixth graders, (f) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

April 27-May 1: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) tutoring with high school students and selected at-risk sixth graders, (c) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

May 4-8: (a) school personnel of elementary feeder schools, parents, and Bryson personnel to identify rising at-risk sixth graders, (b) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (c) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (d) tutoring with high school students and selected at-risk sixth graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

May 11-15: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) school personnel of elementary feeder schools, parents, and Bryson personnel to identify rising at-risk sixth graders, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

May 18-22: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) school personnel of elementary feeder schools, parents, and Bryson personnel to identify rising at-risk sixth graders, (c) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis, (d) tutoring with high school students and selected at-risk sixth graders, (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership

May 25-29: (a) three Advisory Lunch (ADL) meetings with principal and two assistants on a rotating cycle for grades on a weekly basis, (b) school personnel of elementary feeder schools, parents, and Bryson personnel to identify rising at-risk sixth graders, (c) tutoring with high school students and selected at-risk sixth graders, (d) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership, (e) at-risk students' assessment of intervention efforts

June 1-5: (a) academic conferences and Summer School registration for any qualified student, (b) school personnel of elementary feeder schools, parents, and Bryson personnel to identify rising at-risk sixth graders, (c) administrators, FANS personnel, and counselors to meet with 59 at-risk 6th graders according to special assignment groups on a biweekly basis (conclusion), (d) tutoring with high school students and selected at-risk sixth graders (conclusion), (e) tutoring with Michelin Tire employees/volunteers as part of Bryson's and Michelin's Business/Education Partnership (conclusion)

June 8-12: (a) Summer School attendance verified, (b) "At-risk" status reviewed for each student

June 15-July 3: scheduling continued for rising at-risk seventh graders

July-August: (a) summer follow-ups of former at-risk sixth graders, (b) scheduling completed ("team" approach for sixth grade), (c) teacher in-service session on current at-risk sixth and seventh graders, (d) team meetings about intervention strategies, (e) special tutoring programs organized

September: (a) meeting with former at-risk sixth graders-current seventh graders group, (b) telephone contacts made with former group's parents for feedback and opinions about new school year, (c) special group assignments made for new at-risk sixth graders, (d) goals for at-risk students established for progress, (e) student group topics identified for FANS counseling, (f) FANS personnel to meet with every ADL and to recruit for group counseling topics and participants

October: (a) Advisory Lunch (ADL) meetings with administrators and counselors, (b) special tutoring programs to continue for all sixth and seventh grade at-risk students

November: (a) first quarter conferences in joint parent and student meetings for at-risk students, (b) Advisory Lunch (ADL) meetings with administrators and counselors, (c) special tutoring programs to continue for all sixth and seventh at-risk students

December: conferences for reviewing students' goals, grades, attendance, discipline, social needs, and family concerns

Monthly and statistical reports summarized the following information for all students affected: (a) school discipline and attendance, (b) at-risk group meetings, (c) school arrests or Department of Youth Services referrals, and (d) FANS counseling. Quarterly data matrices reported at-risk students' status in attendance, discipline, grade point averages, and systemic intervention techniques.

Chapter 5

Findings

Identification of At-Risk Students

One of the most critical tasks in providing intervention tactics for at-risk students was the identification of the clients. Two months of questioning elementary school personnel and students' families and of examining school records produced the list of 59 sixth graders described as at-risk for school success. Four of these 59, 7%, were already in the juvenile court system and were already working with probation officers. Offenses included truancy, assault, breaking and entering, and theft. One 13-year-old student in the 6th grade had been convicted of murdering his brother and had been on probation since age 9; his juvenile case was termed "inactive."

Sixth-grade statistics were more favorable than those for the other two grades. Twelve 7th grade students and 10 8th grade students already had current involvement with the Department of Youth Services (DYS). The 26 students involved in DYS represented approximately 3% of Bryson's student body. Offenses among these students included the categories cited for 6th graders and also included possession of weapons. Bryson had 18 students referred to Family Court for truancy and educational neglect from 1988-1991. Although these statistics were not highly unordinary for schools of comparable demographics, the statistics reflected the growing number of students school-wide needing systemic interventions to alleviate some of the personal and family stresses affecting school success.

Of the 59 at-risk 6th grade students, there were almost twice as many boys as girls. The majority of the boys were White, and the smallest identified group was Black females. Of the 59 students, 27 students exhibited only 1 at-risk behavior. The remainder exhibited multiple at-risk behaviors; however, no student qualified as at-risk because of all four categorical at-risk behaviors of: (a) attendance, (b) grades, (c) discipline, or (d) medical/family crises. Not surprising, behavior and grades were the most exhibited problem areas, and severe medical problems were the least evident areas among the students. Profiles of students by race and sex and categories of behaviors are shown in Tables 11 and 12.

Responses from elementary feeder school personnel about the unacceptable behaviors of the at-risk students indicated that students were socially immature and performed attention-getting behaviors to offset low self-esteem. Responses about students experiencing severe family stresses reflected much the same with the additional comments that some students were extremely shy or withdrawn and that some were too precocious or "street smart" for their ages. A

Table 11

Composition of At-Risk Group at Bryson Middle School 1991-1992

Race/Sex	No. (59)	%
White Male	27	45.8
Black Male	12	20.3
TOTAL Male	(39)	(66.1)
White Female	15	25.4
Black Female	5	8.4
TOTAL Female	(20)	(33.9)

Table 12

Numbers and Percentages of At-risk Sixth-Grade Students Exhibiting One or Multiple At-Risk Behaviors at Bryson Middle School 1991-1992

	Behavior Category							
Race/Sex	1*		2*		3*		4*	
	no.	%	no.	%	no.	%	no.	%
White Male	12	40.0	7	35.0	7	87.5	19	51.4
Black Male	7	23.3	3	15.0	1	12.5	10	27.0
TOTAL Male	(19)	(63.3)	(10)	(50.0)	(8)	(100.0)	(29)	(78.4)
White Female	7	23.3	10	50.0	0	0.0	6	16.2
Black Female	4	13.3	0	0.0	0	0.0	2	21.6
TOTAL Female	(11)	(36.7)	(10)	(50.0)	(0)	(0.0)	(8)	(21.6)

Note: *Behavior 1 = Personal Behavior
*Behavior 2 = Family Stresses
*Behavior 3 = Medical Problems
*Behavior 4 = Grades/Academic Placement
Totals do not equal 59 because some students exhibited multiple at-risk behaviors.

definite overlap of behavior and/or family problems tied in with poor school grades. School records revealed that most of these students had experienced poor academic progress for several years. Being "at risk" was not a new experience for many of these students.

The medical problems were debilitating. Although Attention Deficit Disorder (ADD) claimed four of the eight students, one of these students also suffered from acute asthma, and two others had chronic multiple epileptic seizures. One very small boy suffered from cataracts and Krones disease. One boy complained of unexplainable stomach pains which could not be validated even by exploratory surgery. He was classified medically as a hypochondriac.

The most complicated and unusual medical problem among the at-risk students was one dealing with diagnosed psychosis. The very small boy in large, black horn-rimmed glasses had lived with his grandparents from the age of two years when his parents had abandoned him. His only emotional nurturing came from the grandmother who died when the student was six. From history gathered by court and human services personnel, the boy was sexually abused by the grandfather and by a teenage boy who lived nearby. The child was often tied up and starved in the bizarre environment he called "home."

Instead of withdrawing in isolation, the student's verbal skills were amazing, probably because of the extended conversations he held with himself during periods of abuse and during later periods of stress. He grew up totally incapable of dressing himself as normal children would, of feeding himself with acceptable etiquette, or of experiencing any type of close relationship.

As a result of these deprivations, the boy had spent almost two years in an adolescent psychiatric hospital before being released to enter sixth grade at Bryson Middle School. Although he attended a self-contained class for the emotionally-handicapped, the special education program could not meet his needs. He participated in most of the intervention tactics offered (voluntary groups, at-risk groups, private consultation, etc.), but would not, or could not, respond appropriately. In February 1992, personnel from Bryson and the Department of Social Services arranged another residential placement for the boy.

He hugged the project manager when he left and said, "Goodbye, Mrs. Hoover; I hope to see you again soon." The touching, tearful farewell concluded two violent episodes where this small twelve-year-old boy had destroyed his classroom, had terrorized other students and teachers, and had run away from school to a nearby chemical plant where he had tried to steal a tractor and a golf cart because he needed "to make my get away."

Family stresses were perhaps the most difficult factors with which to contend. These problems tended to undermine the students' perceptions of security and stability. The stresses often influenced students more than anyone knew until the students were overcome with anxiety or negative reactions. Voluntary group participation in Stress Management, Children of Divorce, and other groups provided a catalyst for divulging anxieties and fears. Divorce--the breakup and breakdown of the family and security--was the most prevalent personal stress for students. Students filled these groups, some wanting to share, others wanting to listen, and a few just desiring _to feel_ something. These students rarely shared their problems casually with teachers; they needed a special stage for expression designed appropriately by a mental health counselor.

During bus duty one busy afternoon in March 1992, the project manager rushed into Fanning's office to deliver a message. A handsome, clean-cut sixth-grade boy sat in a chair, fighting back tears. When the project manager inquired about his welfare, the customary "I'm fine" response followed. As the project manager was walking away, a quiet voice said, "You know . . . we're having a divorce, and I don't want one." The project manager turned back to the boy who then released a flood of tears. His parents were in counseling with Fanning, trying to end their marriage as peacefully and amicably as possible. Fanning also was seeing their son, one of Bryson's identified at-risk students, to help him understand his pain of separation, isolation, and desperation.

Some of the other stresses for students and their families were temporary but just as disturbing: pregnant teenage sisters, marital separations, and financial or job-related crises. One of the most difficult stresses to fight was life-threatening situations with close family members. Mothers with cancer, mothers with debilitating seizures, fathers attempting suicide, parents in prison--all contributed to almost insurmountable worries and anxieties for children who might normally worry only over decisions involving video games, clothes, and friends. These were the students for whom groups of friends and other school activities meant little. They needed intense reassurance; unfortunately, too many people often had too many responsibilities to reach all of these needy students.

In summary, identification of these students began as a subjective assessment among educators from 6 schools. Little formal training was conducted in educating personnel how to identify students at-risk because of behavior problems, family stresses, medical problems, or academic failures. Teachers and principals at each school developed their own methods for identifying these students; however, not one student originally identified as at-risk was dropped from the list of 59 because his or her problems were not serious enough. Each student needed assistance in one or many ways, and each was truly at-risk for school success and personal emotional adjustment.

Voluntary Student Groups

Work began in August 1991 on the content of all of the voluntary groups. FANS and school personnel developed materials from their own and other prepared sources. Each group was developed to address a student and school problem and was organized in multiple sessions. Friendship Skills addressed students' aggressive behaviors such as fighting and verbal abuse. Stress Management and Study Skills addressed personal issues, time management, communication, organization, and thought processes. Children of Divorce emphasized dealing with personal anxiety, stress, and balanced thought processes (see Appendix J).

Notably, the group participation rate and offering selection increased from the first to second year of the grant. Although new groups offered in self-esteem and stress management had initial high participation rates, students continued to clamor to FANS personnel and to the project manager to continue these groups. As one student said, "I'm not so stupid . . . . I just didn't know other kids felt the same way." Group offerings and participation rates from the 1990-1991, 1991-1992, and 1992-1993 school year are depicted in Table 13.

The student groups began in late September 1991 with Friendship Skills. Designed to teach conflict resolution, cooperation, communication, and negotiation, 5 groups with 4

Table 13

Offerings and Participation Rates in Voluntary Student Groups from School Years 1990-1992 at Bryson Middle School

Group	Year	Numbers of Groups	Sessions	Enrollees
Persian Gulf Support	1990	1	3	14
Friendship Skills	1990	0		
	1991	5	4	73
Study Skills	1990	4	4	84
	1991	14	1*	253
		13	3	281
	1992	At teacher request		
Children of Divorce	1990	4	4	37
	1991	3	6	32
	1992	2	6	20
Self-Esteem	1990	0		
	1991	5	4	58
	1992	3	4	29
Stress Management	1990	0		
	1991	4	3	49
	1992	4	3	41

Note: *A special one-session overview of study skills was conducted in eighth-grade classes.

sessions each attracted 73 students school-wide. Sixth-graders composed almost half of the total number of participants. Because these groups were voluntary, no one forced an at-risk student to participate; however, of the 34 6th graders participating, 12 were from the at-risk identification.

Study Skills groups were in different formats and were overwhelmingly successful in numbers of participants. Small groups of students still participated in multiple sessions; however, Helen Smart of FANS also did a one-shot overview of study skills for the entire 8th grade through individual classes. Also, all 59 of the at-risk 6th graders received direct assistance with study skills through their special meetings with faculty and FANS personnel. Combining the numbers of at-risk students with the voluntary student participants totaled 746 contacts of the school's enrollment of 950 in 1991-1992. These students were exposed to organizational methods of improving school success and of improving personal skills. Of this total, 12 students requested additional help with study skills to refine their organizational methods and time management. The best result of the study skills course, though, was the dozens of students from all grades and academic abilities who requested throughout the year planning forms discussed in the study skills sessions. The guidance counselors provided free homework assignment sheets, time/schedule block forms, and "Due/Do" forms to assist students in learning skills to achieve school and personal goals (see Appendix K).

Children of Divorce groups were perhaps the most emotionally intense gatherings. Personal pain and adolescent empathy often sprang forth to produce turbulent reactions from students. School and FANS personnel had the difficult task in assisting students to alleviate their pain and stress without exposing the intensely personal parental roles and problems associated with the separation or divorce. With honesty associated with children, many students wanted to share events occurring within the family that were inappropriate for group participation. Of the 32 participants in 1991-1992, 4 students and their parents entered private family counseling with Fanning to delve further into family problems and stress that were negatively influencing the students' successes in school.

Offering Stress Management groups to students elicited chuckles from some of Bryson's staff; moreover, the attitude of those chuckling was one of disbelief that children experienced stress. The typical stresses identified with childhood a generation ago (such as friendship squabbles, fitting in, etc.) were not the ones typically confided to Bryson personnel. An alarming increase occurred in young girls' confiding to counselors that they were sexually active or were battling with another girl over the "sleeping rights" with a boy.

In February 1992, one 12-year-old 6th grade girl announced to the counselor that she had been the "birthday present" for a 13-year-old boy. When the counselor asked her why she had engaged in sexual activity at her age, the student calmly replied, "I don't want to be the only 12-year-old virgin at Bryson Middle School." Even when the young girl thought that she was pregnant there appeared to be no remorse or shame. She had genuine worry, however, because the boy no longer "liked" her.

Another incident involved a 14-year-old 8th grader who miscarried her twin babies during January. She came from a home with very little financial security. Her mother had admitted that when the father lost his job in 1991, she and the father housed the children with friends for 3 days while they lived and slept in the car. While the family tried to recuperate from financial ruin and emotional devastation, the girl became sexually active. With severe complications associated with the pregnancy and miscarriage, the girl missed weeks from school. When she finally returned to Bryson, she faced hateful gossip, few student friends, and fewer coping skills. Counselors, FANS personnel, and the project manager first helped her with her isolation by encouraging her to confide her anxieties and stresses. Group participation and individual counseling followed as tactics of assistance.

From the accounts of student problems explained in this paper, groups to promote students' self-esteem were inevitable. Much like "stress management," the term "self-esteem" was not one bandied about by children of the last generation. With the acceleration of world events, challenges, and experiences, offering students a chance to discuss who they were and why they were was a naturally occurring event in the evolution of sound mental health practices and holistic child-centered education.

Unlike the previous procedure to request voluntary student participation in groups, FANS personnel and the project manager also requested that teachers nominate students who would benefit from the extra personal attention to increase their self-worth. Teachers were to evaluate students on the presence of the following behaviors: (a) withdrawn and overly shy; or, withdrawn but often too gregarious as a defense mechanism, (b) cannot accept compliments, (c) cannot make or keep friends (d) cannot fit in a group, (e) unmotivated, apathetic, (f) extreme physical characteristics: excessively fat or thin, tall or short, etc.

Almost 60 students began the self-esteem groups in February 1992. Although many students volunteered, the ones "selected" had a special belonging. As one student selected for participation told the project manager, "I didn't know anybody at school cared this much about me."

In summary, voluntary group participation was akin to watering a sponge. Students soaked up the positive attention, saturated school personnel with questions about when the sessions would start and if they could bring friends, and puffed out with satisfaction knowing that adults existed at school who truly were their advocates. Although academics were still the primary objective of Bryson Middle School, many students also knew that some adults sincerely cared about them as people and that inappropriate responses to problems were not always the quickest or best answer to a problem.

High School Tutoring Project

In October 1991, 12 of the most academically at-risk students of grades 6, 7, and 8 were paired with 12 honors students from the neighboring high school. During the startup of the project 2 students were withdrawn for disciplinary reasons and 2 tutors dropped out. All of the 11th graders volunteered their time to work with the 6th graders. FANS, Bryson Middle School, Department of Youth Services, Hillcrest High School, and Standing Springs Baptist Church hosted the tutoring project. Michelin Tire Corporation offered small student incentives for participation and hosted elaborate parties at the US1 Plant as rewards for completion of the tutoring. Students were carefully screened and parents had to commit their cooperation by signing a contract agreement with the school before their children could enter the program (see Appendix L).

The first 10-week program was generally successful but also had the usual start-up problems: (a) selection of materials, (b) tutor training, (c) show-up rates. By the fifth week, most of these problems were resolved, and the students from both schools had settled down to their tasks. By the end of the 10 weeks, 6th graders' responses were generally favorable. Most enjoyed contact with high school students. One student commented she felt "more grown up" and enjoyed bringing up her grades.

During the second 10-week session almost 50% of the original tutors volunteered their after-school time again. None of the original participants was selected to rejoin the sessions so that more academically at-risk students could be served. Also, greater care went into matching the interests and personalities of the 2 groups of students. Matching by sex was not a priority, but finding common interests was. Grade point averages for the students tutored one quarter in the fall by high school students increased slightly; students tutored in the spring remained consistent in their grade point averages. Table 14 reports only the students who completed the tutoring program.

The high school tutors, many of them former Bryson students, summarized their involvement with a sense of accomplishment and enjoyment. One high school student said that he had changed his career decision and wanted to teach as a result of the tutoring. Another tutor quoted in an article in The Greenville News on December 12, 1991, said, "The tutoring group is an excellent way for middle school students to receive help as well as a positive influence. It's very rewarding for both the tutors and the students" (p. 3B).

Despite concerns about conflicts involving several state agencies, a church, and two schools in an

Table 14

Grade Point Averages (GPA) of Academically At-Risk Students in High School Tutoring Program in 1991-1992

		Quarters		
Student ID#	1st	2nd	3rd	4th
Fall 1991 (Tutoring October-December):				
2156792	1.71	1.43	1.50	1.50
2185466	2.43	1.86	2.13	2.13
2102862	0.71	0.71	1.00	1.00
2071061	2.29	2.29	2.13	2.13
2071428	3.43	3.29	3.00	3.00
2079661	0.57	0.14	1.25	1.20
2198892	0.43	1.14	1.13	1.13
2351838	1.14	1.43	2.13	2.13
2163012	2.00	2.43	2.29	2.88
2078159	2.33	2.00	2.38	2.38
GPA	(1.70)	(1.56)	(1.89)	(1.95)
Spring 1992 (Tutoring March-May):				
2103413	1.57	0.57	1.63	1.63
2285894	2.43	2.29	2.25	2.25
2148837	1.57	1.43	1.38	1.38
2318962	0.71	0.43	0.75	0.50
2258684	1.57	W/D	1.38	1.29
2404524	0.57	1.00	1.13	1.25
2173166	2.43	2.57	2.88	2.88
2071509	0.86	0.00	0.00	0.63
2076204	1.71	1.71	1.50	1.50
2106381	0.29	0.43	0.25	0.25
GPA	(1.37)	(1.16)	(1.31)	(1.35)

educational project, the tutoring sessions were very successful. Multiagency interaction was not only possible but productive. Interestingly, power struggles among agents never evolved; everyone worked harmoniously to benefit children.

At-Risk Groups

Since voluntary student groups did not require at-risk sixth graders to participate, the project manager developed a system to promote more personal contact with these students and to give them at least one adult to serve as their anchor for school operations. In October 1991 the project manager divided the list of 59 students into small groups and requested school and FANS personnel to meet with their groups biweekly, or as needed. Most groups contained between 6 and 8 students; however, Delora Kirksey, the Black assistant principal, requested that all of the Black males be assigned to her. As a result, her group contained 12 students.

This intervention technique proved to be the most important link between students and school success. According to the group leaders, most students responded appropriately with improved grades, better organization, more respectful attitudes, better attendance, and better behavior. The students enjoyed the positive attention and the interaction with school leaders. Participation in the groups and the activities promoted the students' sense of ownership and belonging.

Two examples of change in students' attitude toward school were very favorable. Kirksey's group of Black males in 1991 responded so positively to their activities and to their leader that the boys began bringing other friends, some White, to the group sessions. They actively participated in sessions and even in the 1992 year still requested more group meetings. Kirksey commented, "The boys liked the attention and transferred this feeling to school." These students began responding to school in more positive ways instead of in disruptive behaviors associated with Finn's (1989) frustration-esteem model. These Black male students, the most categorical at-risk group, began viewing school success as an attainable goal.

Also, in December 1991, the project manager observed one student participant walking down the hall with a friend. The participant spied the project manager observing her and said to her friend about the project manager, "Don't worry; we're not in trouble. She's just checking to see if I'm living right! I belong to her group." Finn (1989) reported this response as "bonding," a "commitment to schooling," or a lessening of "alienation" and "withdrawal" (p. 123). Throughout the year group leaders reported that students displayed positive reactions to school and that they began to understand their purposes in school.

Because the project manager had given to all leaders a prescribed set of information items to learn from each student, the basic structure of the meetings was established. Using this guide, the leaders planned and directed their own activities according to the needs and interests of the student participants. Study skills, conflict resolution, personal interviews, career exploration, and crisis intervention were among the topics discussed. Kirksey emphasized with her group of boys improving their life's choices. She orchestrated various meetings, social opportunities, and resources in order to broaden her students' perspectives of their career choices and standards. Among the speakers brought in to work with these students were Dr. Robert Young, NAACP President of Greenville County; Senator Theo Mitchell of Greenville County; and Thurman Norris, Assistant to Congresswoman Liz Patterson.

Another notable change in the groups' behaviors was a "softening" of attitudes. Boys began responding to the attention and to the interaction with other students. Within the project manager's own group, one boy identified as at-risk for family and medical problems became the leader. Another boy identified as at-risk for grades and family reasons became less belligerent. He finally resolved a year-long feud with his reading teacher, which had been alternately amusing and disastrous for him, the teacher, other group participants, and the project manager. These at-risk students demonstrated a new-found sense of identification with school. Their participation in the schooling process underscored the senses of "belonging" and "valuing" (Finn, p. 119).

In summary, these intervention groups permitted a few adults opportunities to know the participants as people and not just as students. One of the best benefits, however, was that students also had more opportunities to see adults as people and not just as teachers or principals. Almost 50 group sessions occurred among all of the at-risk students; these 59 students as a group had 50 more positive, extended contacts with an adult in school than did the other 275 6th graders.

According to the records kept by the leaders, they believed their most significant contributions in assisting the students occurred in personal interaction and academic motivation. Leaders did a creditable job guiding the at-risk students in group and individual counseling. All of the eight leaders were enthusiastic and strongly supportive of the importance of the small at-risk groups. One of the leaders, Bob Holland, reported that his students responded favorably to voicing negative opinions and problems that often involved other students and teachers without fear of personal recrimination. Betty Thacker, the guidance counselor for sixth grade, commented that her most valuable contribution to her group was providing "a safe haven where my at-risk students could express concerns about their emotional, academic, and medical stresses." Paul Pressley, the assistant principal of sixth grade, was particularly positive in his responses. He reported, "These students for the most part wish to please me; they seem to thrive on my attention. It really is too bad that we cannot become this familiar with all of our students." Jean Porter, another guidance counselor, reported a reaction similar to Pressley's. She demonstrated to her at-risk group that she was someone to help them and to listen to them without exerting authority over them. She reported that her group became friends and offered emotional support to each other even outside the group meetings.

Interestingly, the students reported to the leaders that the most important aspects of group meetings were the right to speak uncensored and the personal support for academic and personal problems. One particularly disruptive student said to the project manager, "I had someone to talk with before I blew." Another said, "I don't dislike my teachers so much anymore." Almost all students commented that the groups helped them to improve their grades because they stayed organized and focused on school. Addressing the students' frustration and alienation from school through group counseling provided opportunities, according to Finn (1989) to "recognize the importance of the individual's psychological response to events at school in the form of self-esteem . . . and identification" (p. 134).

Business/Education Partnership: In-House Tutoring

The joint effort between Michelin Tire Corporation US1 Production Plant and Bryson Middle School was to provide volunteers from Michelin to tutor students in language arts, reading, and math. Tutors drove the 22 mile trip to Bryson every day to work with students assigned from one or more of the academic areas. Michelin offered tutors no pay, no mileage, and no time compensation for their work; tutors strictly volunteered to participate in the business/ education partnership. These 70 volunteers also assisted with enrichment activities in science, social studies, industrial technology, school wellness, and the FANS grant. Because of the limited number of tutors and because most of the tutors said they were more comfortable working with older students, approximately 60 7th and 8th graders and 16 6th graders participated in the tutoring.

Tutoring failures occurred as did successes. Since Michelin personnel coordinated tutor selection, not having any control over who tutored at Bryson was a difficult problem for teachers and the project manager. Some volunteers were not suitable tutors because of their academic backgrounds, attitudes, or schedules. A few tutors did not want to tutor at-risk students and only wanted to work with academically accelerated students. Likewise, despite needing academic help, some students responded poorly to the tutoring and dropped out or were removed from the program. Overall, 91% of the tutors responded in a year-end school district survey that the tutoring and partnership were positive experiences for them.

A significant success story occurred between a repeating sixth-grade student in a self-contained learning disabilities class (LD-SC) and Ed Ligon, Director of

Personnel of Michelin. The student had extreme difficulty focusing on academic matters and on behaving appropriately among other students. Despite having extra academic attention from a self-contained classroom, he still read only on third-grade level. The student compensated with the usual inappropriate attention-getting behaviors; few people could capture his attention for any length of time.

His tutor used dry wit, eternal patience, and short-term goal setting to coax the student into success. The student still tarried in the halls, talking to every person he met, and he still had other academic problems. In his math tutoring, however, his performance improved. The boy enjoyed tutoring so much that he requested additional sessions. Having no father or other male role model in his family, the student genuinely respected his tutor and listened to the requests to settle down, to complete homework, and to pass sixth grade, which he did. Perhaps not a great deal was accomplished in terms of the student's long-term academic success; in terms of obtaining some readiness to learn, much was accomplished.

School's Academic Progress

With the identification of at-risk students and the advent of (a) student tutoring, (b) adult tutoring, (c) voluntary mental health groups, (d) at-risk groups, and (e) expanded school programs, overall academic success improved as shown by the number of students earning Honor Roll distinction and higher scores on standardized tests. Honor Roll students for 1991-1992 were 34% (n=323) of the student enrollment (n=950). This figure compared to 28% in 1990-1991 and to 16% in 1987-1988, the project manager's first year as principal at Bryson Middle School.

Academic success also improved as judged by the national Stanford 8, a norm-referenced test, and the South Carolina Basic Skills Assessment Program (BSAP), a criterion-referenced test. All students in all grades took Stanford 8 in the spring of 1992. Results were generally consistent with previous years scores as shown in Table 15.

The BSAP was administered to only sixth and eighth graders in the spring of 1992. Significant increases occurred in the basic skills area of science, the highest in Bryson's history. Table 16 shows test results for the 1991 and 1992 school years.

Table 15

National Percentiles of Stanford 8 State-Defined Battery* Scores at Bryson Middle School, 1990-1992

Grade	1990	1991	1992
6	51	52	55
7	55	53	56
8	52	54	52

Note: *State-Defined Battery includes reading, math and language.

Table 16

Percentages of Students Scoring At/Above State Standard on the Basic Skills Assessment Program at Bryson Middle School, 1991 and 1992

	Reading	Math	Science	Writing
Grade 6				
1991	83	75	59	82
1992	81	76	57	79
Grade 8				
1991	78	73	49	77
1992	79	73	62	86

The project manager could not conclude which, if any, of the intervention measures affected the academic results of the school. In general, students receiving intervention treatment warmly received the personal attention and responded accordingly. Besides the 59 at-risk students' special group counseling, approximately 75% of the entire student body (n=950) received some type of intervention: (a) tutoring, (b) voluntary groups, (c) expanded school programs. These strategies in combined effort positively affected student learning.

Data Matrix Results

School-wide attendance for the 1991-1992 year was 95.7%, slightly lower than usual 96% averages for the previous 2 years. The attendance rate for the 59 at-risk students was also 95%, the attendance goal established for the project. Only 2, or 3.4%, of the 59 at-risk students had perfect attendance records at the end of the school year, as compared to 88, or 33%, of the remaining 266 6th graders. Of the 493 absences compiled by the at-risk group during the year, 18% were state-excused because of medical reasons; 36% were for ordinary illnesses or for family emergencies; 38% were for unexcused reasons such as unauthorized trips, or failure to verify absence with a medical or family note; and 8% were for out-of-school suspension. Of the 4 students school-wide referred to court for truancy only 1 was in the at-risk group.

The most limiting factor affecting more intervention with attendance problems was personnel allocation. Because of district-wide budget cutbacks, the position of full-time guidance clerk was eliminated, and Bryson no longer had a person to call the homes of absent students in order to make direct contact with them and parents. Furthermore, no monies existed for automated calling programs such as Phone Master to inform parents of their children's absences in the event students were missing school without authorization. The project manager concluded that the missing extra effort previously issued by Bryson's staff to promote attendance contributed to the lower school attendance rate.

Out-of-school suspension rates for 1991-1992 indicated that 270 Bryson students lost 516 days of direct instruction. This incidence rate was the 4th highest among the 16 middle schools in The School District of Greenville County. The top 3 schools were all smaller in student enrollment than Bryson. The yearly total of 516 out-of-school suspension days (n=270 students) in 1991-1992 was 35% lower than the 792 out-of-school suspension days (n=568 students) compiled in 1990-1991. Although Bryson's suspension rate decreased sharply, the incident rate for out-of-school suspensions from 1990-1991 to 1991-1992 rose 66% for the entire school district (Williams, 1992). Middle school students representing grades 6, 7, and 8 accounted for almost 50% of all suspensions from grades 6 through 12. Of the 270 Bryson students suspended out-of-school in 1991-1992 for severe discipline problems only 7, or 3%, were at-risk 6th graders. These students lost 37, or 7%, of the 516 days assigned. The project's suspension goal, to contain the at-risk students to 25% of all out-of-school suspensions was easily exceeded.

Bryson fared better in the 1991-1992 incident rate for in-school suspension (ISS), ranking 9th among the 16 middle schools with 545 students spending 793 days in a supervised, on-site, academic environment. Of the 545 students assigned to in-school suspension, 31, or 6%, were at-risk students. They were assigned 111, or 14%, of the total 793 days. The project's suspension goal, to contain the at-risk students to 25% of all in-school suspensions was met. After reviewing the discipline records associated with both types of suspensions, the project manager concluded that students at Bryson committed fewer serious discipline infractions, which required in-school suspension; however, serious issues dealing with aggressive actions or socially unacceptable behaviors continued to result in the high out-of-school suspension rate. Tallies of suspensions, (Williams, 1992) and reported in Table 17, reflect the situations in Bryson and in the control school.

Table 17

Suspension Rates 1991-1992, for the Experimental (Bryson Middle) and Control Schools

		Suspension Type	
	Enrollment	Out-of-School	In-School
Bryson	950		
Individual Students		270	514
Days		516	793
Control	1087		
Individual Students		129	900
Days		262	1460

In regards to inappropriate or at-risk behaviors, 36 of the 59 students, 61%, had accumulated at least 1 discipline referral throughout the year. Although 6 students accumulated more than 10 disciplinary referrals, the 3 students amassing over 20 referrals were eventually psychologically evaluated and staffed as emotionally handicapped/self-contained and learning disabled/self-contained. The 219 referrals that the 59 at-risk students accumulated throughout the year (average of 3.7 per student) included 16 for fighting, 7%, and 13 of the 16 were for different students. Of the 17 students who had been originally identified as at-risk for inappropriate aggressive behaviors, only 8 had engaged in any fighting throughout the year. This group of at-risk students had improved in the area of physical aggression. These students reported that the conflict resolution groups, at-risk groups, and advisory activities helped them to think about consequences and to select resolution alternatives.

A large portion of discipline referrals, 39 of the 219, 18%, dealt with poor social and conflict resolution skills such as being uncooperative, disrespectful, rude, and insubordinate. Focusing students on the link between appropriate behavior and learning readiness continued to be a problem. Teachers reported that getting the students' immediate attention when class began and starting class with everyone paying attention was difficult. Teachers began calling more parents and holding more conferences as the year continued. In April 1992, the project manager discussed the team approach to scheduling for 1992-1993 to award more teacher autonomy over student behavior. Teachers responded favorably.

The academic goal for the at-risk group was to reach a minimum grade point average (gpa) of 1.75 or *C*-. At the conclusion of the 1991-1992 year, the group met or surpassed the minimum *C*- average (gpa 1.75). The group's gpa was 2.06 or a *C* average, surpassing the goal's standard. The sixth-grade class, minus the 59 at-risk, students earned an average gpa of 2.73. Thirty-four of the 59 students, 57%, exceeded the minimum standard. Five students, 8%, at the end of first quarter in 1991 had less than a 1.0 gpa and were failing more than one subject. Counselors and at-risk group leaders conferred with these students on a regular basis. One White male failed all courses; however, the project manager placed--not promoted--him to the next grade because of his special education classification. After remedial summer school sessions the promotion rate for 6th graders going to 7th grade was 100%, a first for Bryson Middle School in any grade.

Recommendations occurred during the year to remove disruptive students from Bryson Middle School to be expelled or reassigned to an alternative school. In 1987-1988, the project manager's first year at Bryson Middle School, 23 recommendations for expulsion occurred, 18 of them the first semester. In 1990-1991, 16 recommendations occurred. Throughout the 1991-1992 school year, only 3 students were reassigned to the Middle School Alternative Program because of severe discipline problems. The control school recommended 15 students for reassignment. Although out-of-school suspensions remained high, serious incidents involving weapons, the primary reason for removal, had drastically decreased after the pervasive, systemic intervention efforts.

Counseling intervention techniques included (a) voluntary student group sessions, (b) mental health individual clinical therapy, (c) joint family clinical therapy, (d) systemic referrals to other human service agencies, and (e) on-site teacher consultations. Besides the briefing on the names and history summaries of the at-risk students in August 1991, the project manager and FANS counselor provided teachers with no additional information. Most students throughout the year participated in one or more group sessions, and teachers took the initiative to seek more information from the FANS counselor on how to help the at-risk students and/or their families. Types and frequencies of interventions used were compiled and reported in Table 18 (see Appendix G).

The three White male students requiring official assistance through referrals to other service agencies were educationally classified as emotionally handicapped. One was the boy previously described who had been sexually abused and who had already spent one year in a psychiatric hospital. He returned to another psychiatric placement home when his psychosis became too disruptive for the regular school setting. Another boy had a similar background; however, the project manager placed him on homebound instruction for the last quarter of the school year. He

Table 18

Types and Frequency of Intervention Strategies used with At-Risk Students at Bryson Middle School 1991-1992

Type	no. Students	% Frequency
Group Sessions	55	93
Individual Counseling	8	13
Family Counseling	7	12
Systemic Agency Referrals	3	5
Teacher Consultations	59	100

eventually returned to the regular school environment but was again placed on homebound instruction in the fall of 1992 because of severe disruptive behaviors. The third boy's mother, his custodial parent, was diagnosed with cancer. He could not handle his emotional stress; systemic intervention was initiated, and he was eventually staffed emotionally handicapped/self-contained and placed in individual and family therapy. For these three students, regular school intervention techniques were not effective. Their lives--not their academics--required remediation.

The project manager also compiled data on the number of intervention strategies required for the 59 students as reported in Table 19. The majority required at least 2 types of intervention: group sessions and teacher consultations (see Appendix G). The 3 boys discussed previously were the only students requiring all 5 available intervention strategies.

Table 19

Multiple Use of Intervention Strategies Used for At-Risk Students at Bryson Middle School 1991-1992

no. Strategies Used	no. Students	% Frequency
1	0	0
2	51	86
3	0	0
4	5	9
5	3	5
Total	59	100

Teacher and Project Manager Activities

Sixth-grade teachers participated in an overview of the project in August 1991. Fanning and the project manager explained the process of identifying at-risk students and gave summary backgrounds of the general problems to the specified teachers. As a result of this overview, teachers scheduled with all of the counselors programs for their classes on conflict resolution and study skills. Teachers also held informal conferences with at-risk students and called all of their families to offer additional academic and personal support.

In October 1991, all teachers participated in the second round of focus groups for FANS to identify particular needs of Bryson's students and of its communities. Throughout the group meetings, many teachers exhibited caring, concerned attitudes about giving extra attention to students labeled "at-risk." One teacher, however, stated to the project manager during one of the groups the following emotional but genuine plea, "Why does working with these students take priority? What about all of the others? The 'middle' student? The 'high' ones? Are we saying students only matter who misbehave, have bad home lives, and make rotten grades?"

Demanding extra energies from overworked teachers often proved difficult, for the project manager understood the teachers' frustrations. Teachers also participated in a workshop at Bryson Middle School on January 24, 1992, with Dr. Linda Schmechel from the University of Nebraska. Schmechel spoke on the developmental changes of adolescents, demographic influences on adolescents' life-styles, and the identification of at-risk youth. Schmechel told the teachers that school was the most stable part of most students' world, especially of the ones living in poverty. She emphasized many times that they, the teachers, were the most consistent element in the students' daily lives. Her theme continued when she stressed, "We must teach the kids adaptability to the world."

The majority of participants rated this in-service meeting as excellent. The speaker was well prepared, knowledgeable, and well informed, and the teachers responded positively because the subject was pertinent. On the evaluation forms, one teacher wrote a statement that

that indicated a value change to include more understanding of at-risk students, their behaviors, and needs: "I never thought about Bryson being the most stable part of a kid's life. My child has two parents to be his stability."

Although teachers generally evaluated her presentation favorably, they criticized her for stopping short of discussing specific techniques that would help them to alleviate some of the frustrations of working with at-risk students in the classrooms. In response to suggestions for improving the in-service training, another teacher wrote this statement:

> She stopped just where we have to start. I know these students don't pay attention, can't make casual connections, and use poor judgement. I know they're at risk because of all kinds of problems. What do I do in my room when teaching just isn't enough anymore?

During summer 1992, the project manager conferred with Fanning about the incoming 6th graders. The elementary feeder schools had identified 130 students, a 131% increase, as meeting the criteria of "at risk." The group was similar in gender and racial compositions to the 1991 group. The assortment of at-risk behaviors was also comparable to the preceding group's (see Appendix M). Of these 130 students, 50 students, 39%, were classified critically at-risk because of the severity of problems. One had seen her mother strangled to death; 1 had seen his father's body burn. Over the summer break, 3 students had immediate family members murder immediate family members of 3 other students. The problems of the 1992-1993 at-risk students were more serious than those of the previous year. Traumatic, emotionally wrecking life events of many students' lives often accompanied their inappropriate aggressive behaviors.

In September and October 1992, the school personnel began small group sessions with the newly identified 50 at-risk students. Simultaneously, FANS began group participation. Natural Helpers selected peer listeners. Also, the 15 6th-grade team teachers contacted each family of an at-risk student assigned to their teams. Parent conferences began in August and September in an attempt to counteract at-risk behaviors. The total cycle of intervention strategies began earlier in 1992-1993 than they did the previous school year.

At the end of first quarter 1992, the statistics for attendance, grade point averages (GPA), and discipline referrals of the 50 new at-risk students shadowed closely the results compiled by the original 59 at-risk students for the same time period in 1991. The most notable difference was in behavior. Ten students in the 1992 group amassed only 13 discipline referrals. In the original group of 1991, 22 students accumulated 44 referrals during the first quarter. The project manager concluded that team scheduling in 3 5-teacher units positively influenced the behavior of students. Team teachers reported to the project manager

Table 20 reports the comparative results of the 1991 and 1992 at-risk groups respectively, at the end of the first quarters.

Table 20

Comparative Results of At-risk Sixth-Grade Groups for First Quarters, 1991 and 1992

Group	No. Students	Absences	Overall GPA	Discipline Referrals	/	No. Students
1991	59	86	1.9	44	/	22
1992	50	85	2.0	13	/	10

that discipline had never been better at the school.

By June 1992, 5 of the original 59 students had withdrawn from Bryson. In August 1992, 51 of the original group (n=59) returned to begin the 7th grade. Although the project manager had planned to invite the members to a summer social, many students were unable to arrange transportation to school; also, summer schedules were inconsistent among families. Consequently, the project manager met with the remaining original group in October and November 1992 to discuss school progress and problems. After students' initial shyness disappeared, the students were eager to talk. When asked what was the biggest change in them as 7th graders, 1 student answered, "I really wanted to come back to school. I don't feel like I'm at the bottom of the ladder anymore." The event was concluded with a surprise party for the students and congratulations for the 34 students who had successfully earned at least a C-average in the 6th grade.

The original 1991 sixth graders, as 1992 seventh graders, (n=51) continued to respond positively to school. The project manager observed that they openly engaged in eye contact with her, participated more actively in classes, and appeared more relaxed in the school setting. Twelve, or 24%, of them earned Honor Roll (3.00 GPA) at the end of first quarter of 1992. Although attendance and discipline referral rates were not consistent with those in 1991 because of a high number of medical absences and suspension rates, the average grade point for the group, 2.20, exceeded their 1.90 average for first quarter 1991. The original group had not maintained their school successes met at the end of the 1992 school year in attendance and discipline, but they still achieved academic success. Table 21 reports the comparative data of the original at-risk group at the end of the first quarters in 1991 and 1992. The project manager planned to monitor the school progress of this original group during their years at Bryson Middle School.

Table 21

Comparative Data of Original At-Risk Group at Bryson Middle School for First Quarters, 1991 and 1992

1st Qtr.	No. Students	Absences	GPA	Discipline Referrals / No. Students
1991	59	86	1.9	44 / 22
1992	51	136	2.2	61 / 19

Pate-Bain, Achilles, Boyd-Zaharias, and McKenna (1992) reported that the Lasting Benefits Study (LBS) associated with Tennessee's Student/Teacher Achievement Ratio (STAR) Project demonstrated the positive effect of small classes on student achievement. In this study "the positive effects of involvement in small classes are pervasive one full-year after students return to regular-size classes" (p. 255). From discussions held with the original at-risk students, the project manager concluded that the most important school intervention employed in the Major Applied Research Project (MARP) had been the small counseling groups for at-risk students. These students reported that they felt a "belonging" or "bonding" (Finn, p. 119) to school and that "someone cared." Reorganizing school procedures for counseling, discipline, cocurricular offerings, and instruction enabled the students to strengthen their "participation-identification" (Finn, p. 120) with school.

To conclude the MARP in November and December 1992, the project manager again met with the original group. She thanked the students for their cooperation during the project. The counselors assisted the project manager in holding conferences with the original at-risk students whose grades, attendance, and discipline records did not meet minimum project standards (see Appendix G). The same procedure occurred for the 50 1992-1993 at-risk students (see Appendix M). The project manager requested from the students ideas to support them academically and emotionally throughout their school years at Bryson.

Public Feedback

Fanning reported to the project manager that she received more student referrals from teachers (n=30) in 1991-1992 than in 1990-1991 (n=14) and that all of the referrals were legitimate and accurately assessed. Teachers responded favorably to working with at-risk students through conversations held with the project manager. Students, too, responded enthusiastically to the small groups conducted by school staff and to the voluntary group sessions conducted by the FANS staff.

When communicating with parents throughout the project, the principal heard the same sentiments repeatedly: abundant gratitude, relief, and anxiety. Gratitude came from parents that an "official" was working personally with their troubled children; relief erupted as a huge stress was lifted from parents who could not help or make children like or succeed in school. Anxiety was apparent as many conscientious parents worried about the transition of their children into the stereotyped trauma so often associated with the middle school years.

At the conclusion of the 1991-1992 school year, the project manager again surveyed teachers, students, and parents using the instrument sponsored by South Carolina's School Improvement Council (SIC). Approximately 60 questions appeared on each of the types of surveys for the 3 different groups. The data in the table represent attitudes associated with the project. A summary of the table indicated that the most dissatisfied audience with school was students who continued to react to the theme of alienation from school. Among the 3 groups surveyed, parents responded the most favorably regarding their attitudes toward school. Their views reflected a slight increase of positive feedback. Overall results reported in Table 22 were comparable or slightly improved over those acquired in 1990.

One drawback to the 1992 survey was the small number of parent surveys returned. Approximately 170 surveys were mailed to parents randomly selected by the personnel in the research department of the school district office; however, only 79% of the surveys were returned. Because the project manager did not supervise the selection or mailing, she could not conduct a follow-up on missing surveys. She hypothesized that parents did not return the surveys because 1992 was not a publicized year for district-wide surveying on parent's opinions about schools and because the surveys were mailed during the last month of the school year.

Spin-Offs

The project generated positive reactions and interest across the state. The project manager learned that few organizations in South Carolina had definite programs in place to assist at-risk students with holistic improvements

Table 22

Mean "Scores" (Range 1-4, Lowest to Highest) by Group on Items Specified for School Improvement Council Surveys 1990 and 1992

	1990	(n=59)	(n=186)	(n=186)
	1992	(n=45)	(n=177)	(n=134)
Opinion	Year	Teachers	Students	Parents
"People feel safe at our school."	1990	2.65	2.57	2.18
	1992	2.70	1.97	2.31
"Students have opportunities to develop leadership skills."	1990	2.92		
	1992	2.95		
"Students have chances to be leaders."	1990		2.94	
	1992		3.00	
"My child feels successful in some ways each day in school."	1990			2.58
	1992			2.77
"People in this school really care about how much students learn."	1990			2.54
	1992			2.62
"Teachers feel responsible for student test scores."	1990		2.25	
	1992		1.95	
"It is a pleasure to have my child attend this school."	1990			2.01
	1992			2.33
"Parents receive regular information about students' academic progress."	1990	3.41		
	1992	3.37		
"The school informs parents about the discipline policy."	1990	3.23		
	1992	3.02		
"The school sends communications to parents and the community."	1990	3.45		
	1992	3.46		

in school; consequently, people in many agencies requested information about the Major Applied Research Project (MARP) and the FANS mental health project.

During 1991-1992, the project manager gave, or assisted in, several newspaper interviews about FANS and Bryson's involvement with at-risk students. She spoke to two community civic group meetings, three PTA meetings, and four parent groups about the intervention efforts. The project manager participated in a Phi Delta Kappa seminar entitled "Innovative Programs" and spoke about holistic, systemic services available at Bryson Middle School. Dr. Joseph Bevilacqua, State Commissioner of Mental Health, also requested the project manager's participation in a state awareness conference in Columbia on the auxiliary services available through mental health. The project manager addressed a joint committee from the South Carolina Department of Education and the South Carolina Commission of Mental Health in Columbia on April 16, 1992 (see Appendix N). The committee on "The Needs of Children with Emotional Handicaps" was interested in replicating FANS and the school's systemic intervention model in other middle schools across the state.

Within the school district, the project manager discussed the project frequently with the other middle school principals, teachers, other district officials, business and community leaders, parents, and students.

Michelin's active business/education partnership with Bryson was also involved with FANS and the Major Applied Research Project (MARP). Because of this involvement, Bryson Middle School and Michelin US1 Plant won the state award, sponsored by the Parent-Teacher Association (PTA), for "Most Outstanding Volunteer Program." Locally, Michelin won the "Most Outstanding Business Contributor to Education" from the Greater Greenville Chamber of Commerce. To complement Michelin's awards, the Business/Education coordinator for all of the southeast area schools, of which Bryson was one, and the southeast area Superintendent of Schools nominated the project manager as "Outstanding Administrator in a Business/Education Partnership" in South Carolina.

Bryson Middle School also won for the second consecutive year the statewide PTA Substance Abuse Prevention Award. Many of this award's activities were directly aimed at substance abuse prevention among the at-risk students. Bryson's PTA also nominated the project manager for the state award "Principal of the Year" for her work with total school program development for all levels of students.

While attending the conference "Young Women At Risk" in September 1992, the project manager summarized the project's progress to representatives of the National Dropout Prevention Center at Clemson University and to the Family Literacy Forum. The Clemson representative invited the project manager to submit a proposal to present the findings of the Bryson project at the National Dropout Prevention Conference in March 1993 in Atlanta. The representative from the Greenville Literacy Association requested the project manager to be a member of the Women At Risk Task Force, designed to implement strategies to counteract gender bias in all aspects of career stages. Also in September 1992, the project manager addressed the Columbia Mental Health Association about the overall project. Dr. Joseph Bevilacqua, South Carolina State Commissioner of Mental Health, invited the project manager to participate in a newly formed statewide Children's Advisory Committee for the South Carolina Planning Council (see Appendix O). Designed to formulate goals for the South Carolina Department of Mental Health and to advise the Planning Council of the Department's progress in reaching these goals, the committee included only the project manager as a representative who had united education and mental health services in a school-based delivery model.

On October 15, 1992, the project manager spoke before the South Carolina Senate Sub-Committee for Mental Health to tell "the Bryson story," as State Representative Patrick Harris of Anderson referred to the project. The project manager prepared a position paper about the project at the request of her Area Superintendent for school district officials. She also conferred with Dr. Scarlette Owens, another Area Superintendent of The School District of Greenville County, who wished to initiate a similar project in elementary and middle schools under her supervision. Dr. Owens solicited assistance from Senator James Mattos for political backing and for the project's partial funding.

On October 19, 1992, the project manager spoke before the South Carolina Juvenile Justice Task Force about using mental health interventions in a school setting to work with juvenile offenders who were at-risk students and who were under the judicial supervision of the Department of Youth Services. At this meeting, Dr. Jerome Hanley, South Carolina Director of Child and Adolescent Services, referred to efforts at Bryson Middle School to assist students as "instrumental in changing state policies directed at school-based service delivery." On October 20, 1992, the project manager attended the first meeting of the South Carolina Children's Advisory Planning Committee of the Department of Mental Health. Becky Miles, Director of the South Carolina Mental Health Association, requested the project manager to address the state committee in the future about collaborative efforts between education and mental health to deliver support services to children. The project manager was the only public school principal requested to serve on the committee.

Also in October, the project manager conducted a session at the State Mental Health Association conference, "Remember the Children." Held October 22-24, 1992, in Columbia, the conference focused on the available programs in South Carolina to help children adjust successfully when under all types of duress. Bryson Middle School's project was the only school-based mental health program represented, and the project manager was also the only public school leader to present, other than teachers of emotionally-handicapped students who served on committees (see Appendix P).

In November 1992, another side effect of the project evolved. Because many of the at-risk students were extremely oversized and overweight, typical intervention efforts aimed at academic improvement, discipline, or family counseling were fruitless. Several of the students were only 12 years old but 6'2" and 250 pounds. They had no ready-made peer group among their 6th-grade classmates. The project manager, the FANS counselor, guidance counselors, and the school Wellness Coordinator designed a 5-part seminar entitled "Smart Moves" for these students and their parents. The project manager enlisted the business/ education partnerships of St. Francis Hospital, Greenville Memorial Hospital, Clemson University, and Millie Lewis Modeling Agency in order to solicit the needed volunteer presenters. Fifteen students and their parents, 6 teachers, and support staff began the "Smart Moves" sessions:

1992

November 17	"Increasing Self-Esteem and Personal Motivation" by Dr. George Atkinson, Director of Student Counseling Services Clemson University
December 3	"Eating Right" by Lynn Victory, New Direction Weight Management Program St. Francis Hospital, and "Shapedown" by Kathy Parnell, Life Center, Greenville Memorial Hospital
December 10	"Exercising Right" by Cindy Shoen, Vitality Center, St. Francis Hospital, and "Rhymthic Moves" by Tracy Barfoot, Physical Education Teacher, Bryson Middle School,

1993

January 19	"Looking Good" by Representative of Millie Lewis Modeling Agency
February 2	"Resources in Our Community for Diet Management" by David Goldsmith, Greenville Health Department

Parents, students, and staff enthusiastically endorsed the program. Several teachers began diets and exercise programs in order to be at-school mentors to the student participants. One of the side benefits of the seminar program was the personal bonding and caring between students and educators.

The FANS and Major Applied Research Project earned much attention from mental health and educational audiences throughout South Carolina. Linda Smith, Federal Projects Director for the Piedmont Mental Health Center; Vicki Fanning, adolescent counselor at Bryson Middle School; and the project manager spoke to many groups about the joint project. The chronology of activities, major events, and accomplishments associated with the project are summarized in Table 23.

Conclusions and Recommendations for Implementation

The sociological structure of the American family dramatically changed, during the past generation, to present new and confounding challenges for educators. The demographic profile of Bryson Middle School was exceptionally diverse; consequently, the combination of changed social mores and extreme demographics presented on-site educators with a multitude of students' stresses, social problems, and legal complications affecting children's emotional and physical well-being. Possessing readiness for academic success was too often a low student priority, well below the basic survival needs of physical and emotional stability.

The mental health program "Families and Neighborhood Schools" (FANS) effectively interfaced with the entire instructional program at Bryson. Implementing the project's

Table 23

Chronology of Major Spin-Off Events of Major Applied Research Project at Bryson Middle School, 1990-1992

What	When	Purpose/Result
Rotary, Kiwanis, Phi Delta Kappa Meetings ("Innovative Programs")	July 1991; February 1992; March 18, 1992	Publicity; Public Awareness Educational Information
Interagency Meeting, Departments of Mental Health, Social Services, Youth Services, and The School District of Greenville County	January 23, 1992	Collaborative Planning for Expansion; Publicity
"Mental Health Awareness" Conference	April 3, 1992	Program Update
Collaborative Meeting between Departments of Mental Health and Education	April 16, 1992	Program Update and Expansion
South Carolina PTA Convention (State Awards for Bryson Middle School)	May 2, 1992	"Substance Abuse Prevention" "Volunteer Service Award" "Principal of the Year" (Nomination)
Greater Greenville Chamber of Commerce Awards Luncheon	May 13, 1992	Business/Education Award Recipient for Tutoring Program (Michelin)
"Outstanding South Carolina Administrator in Business/Education Partnership" (Nomination)	October 1992	Implementing School-Wide Tutoring Program for Academic Success
State Mental Health Association	May 26, 1992	Program Information; Expansion
Columbia Mental Health Association	September 9, 1992	Program Information; Expansion
South Carolina Senate Sub-Committee for Mental Health	October 15, 1992	Funding for Project Replication Statewide
South Carolina Juvenile Task Force	October 19, 1992	Collaborative Interventions for Juvenile Offenders at the School Setting
South Carolina Children's Advisory Planning Committee	October 20, 1992	Member to Establish Statewide Goals for Mental Health Needs of Children
"Remember The Children" Conference	October 22-23	Information on the "Bryson Story"
"Smart Moves"	November 17, 1992 - February 2, 1993	Five Seminars for Physically At-Risk Students
Abstract: "School-Based Mental Health Delivery Model: "Prevention for Drop-Outs"	November 30, 1992	Proposal to Present at National Drop-Out Prevention Conference; March 1993
Metropolitan Life Research Project	March 1993 (in planning)	Collaborative, Regional Team Training

family counseling, voluntary group services, and other systemic interventions in tandem with school-initiated strategies assisted the project manager in providing integrated education and wrap-around human services for all students. These efforts also assisted the school in being a core community agency. The Major Applied Research Project, in collaborative efforts with FANS and the South Carolina Department of Mental Health assisted the project manager in promoting the educational philosophy and paradigm of meeting holistic needs of children.

During the implementation stage of the project, the combined efforts of school and mental health personnel produced increased professional unity for the total benefit of Bryson's students and families. With the school-based service delivery model of FANS, many serious student behavior problems were alleviated through interagency referrals for clinical assistance, thus averting more serious, punitive actions such as suspension or expulsion. Finally, teachers demonstrated throughout the project more caring, sensitive attitudes toward at-risk students and readily cooperated with mental health personnel to provide students comprehensive educational and welfare services.

The results of the project were favorable. The overall grade point average (gpa) of the at-risk students was 2.06 and was above the minimum standard of 1.75. Although at-risk students' attendance rates were lower than expected, 95%, they met the project's goal of 95%. Discipline rates for at-risk students, including suspensions, were also better than anticipated. The predominant problem at the end of the project continued to be students' lack of social skills as exhibited in the types of referrals and in teachers' comments. Major aggressive discipline offenses had declined; however, minor, managerial offenses continued to be an undercurrent within the school environment.

Utilizing the support services of FANS was a tremendous asset for the school. Because of the success of Bryson's mental health project, similar projects evolved within The School District of Greenville County. One of Bryson's feeder schools, Plain Elementary, was slated to implement an on-site mental health delivery model during winter 1993. Because nearly 40% of Bryson's 6th-graders came from Plain Elementary, extending the concept of on-site services offered expanding intervention for at-risk students. In another area of the district, 2 other programs jointly began in November 1992. Based on on-site delivery, these service models employed 1 counselor who worked at both an elementary school already utilizing "Cities and Schools" and at its feeder middle school. Another local middle school also implemented a human services program using social workers and medical professionals as core caregivers. Leaders of The School District of Greenville County recognized the importance of meeting students' holistic needs in order to achieve educational success.

Implementing these delivery projects within Greenville County was accomplished in various ways. Bryson's was funded with federal money through the Child and Adolescent Service System Program (CASSP). Other local projects received funding strictly from the budget of the Department of Mental Health. The school system contributed funding for space renovations and supplies. Table 24 reports the total budget for Bryson's FANS project for one fiscal year.

Table 24

FANS Budget, 1992-1993, at Bryson Middle School

Item	Cost
Personnel:	
Mental Health Counselor III	$30,781.00
Telephone	600.00
Supplies	300.00
Total	$31,681.00

Dr. Joseph Bevilacqua, State Commissioner of Mental Health, told the project manager that school systems across the state were inquiring how to design school-based, interagency programs to assist their students and families. Because of financial restraints of all state programs, South Carolina legislators and personnel from the Departments of Education and Mental Health began devising a systematic plan for the project's replication and funding.

Although the school-based mental health program was relatively simple to establish, drawbacks occurred. Having only 1 adolescent counselor for a school of 1055 students was inadequate. Furthermore, designing a comprehensive intervention program for at-risk students that combined school and systemic human services required more educational personnel and resources than were available. In order for this project to be replicated in a similar setting, the project manager made the following recommendations to expedite reducing inappropriate behaviors affecting students' academic success:

1. Additional .5 allocation for mental health counselor in schools with enrollments between 1000 and 1250 students (1.5 total allocation)

2. Additional allocation for an administrative assistant to monitor regularly the academic, social, and behavioral progress of students

3. Additional staff development opportunities and financing to interface the roles of educational and mental health personnel in identifying at-risk students and in providing appropriate educational and affective intervention strategies

4. Additional preservice training provided by school district and other state agency personnel on identifying at-risk students and in providing solution strategies to the problems

5. Additional release time provided for school and FANS personnel to conduct home-based conferences

6. Additional funding provided to sponsor after-school tutoring sessions for students

7. Broader support from educational agencies to coordinate interagency referrals for student welfare issues (i.e., Department of Youth Services, Department of Social Services, Housing Council, Greenville's Hospital System, and the Recreation Department)

Confronting the social issues affecting students and academic success was difficult; however, collaborative interagency efforts afforded the project manager opportunities to respond proactively to students' needs. Through utilization of FANS for students' total mental health care and through school-initiated interventions for students' school successes, this integrated project served as a catalyst for holistic support in two major areas: change in the statewide system of mental health care for adolescents and expansion of school programs to assist students in identifying with school and in enjoying personal and academic successes. Table 25 summarizes the Terminal (T) Objectives and their results in the Major Applied Research Project.

Table 25

Summary of Terminal (T) Objectives and Results in Major Applied Research Project at Bryson 1991-1992

At-Risk Group

Objective		Result
T.1.	1991-1992 attendance: 95%	Attendance rate: 95%; Objective met
T.2.	Cumulative grade point average (gpa) of 50% of group: minimum 1.75	Minimum gpa earned by 59% of group; Entire group gpa: 2.06; Objective exceeded
T.3.	Maximum days lost to in- and out-of-school suspensions: 25%	Days lost to in-school: 14%; Days lost to out-of-school: 7%; Objective exceeded
T.4.	Systemic interventions for students and families: as needed	100% of group: minimum 2 interventions; 5% of group: maximum 5 interventions; Objective met

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Appendices

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SOUTH CAROLINA SCHOOL IMPROVEMENT

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams
State Superintendent

TEACHER/STAFF SURVEY

2267

INSTRUCTIONS.

1. Do not write your name or address on this survey.
2. Read each statement. Decide if you agree or disagree or strongly agree or strongly disagree with the statement.
3. Use a number 2 pencil to mark your answer in the space beside each statement.

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
1. Our principal takes the lead to identify and resolve instructional problems.	○	○	○	○	○
2. Actions to support and improve teaching are included in staff meetings.	○	○	○	○	○
3. The principal sets academic achievement as the school's top goal.	○	○	○	○	○
4. The principal observes classroom performance.	○	○	○	○	○
5. The principal provides feedback to teachers regarding their classroom performance.	○	○	○	○	○
6. The principal keeps classroom interruptions to a minimum.	○	○	○	○	○
7. The principal monitors teachers' implementation of appropriate curriculum.	○	○	○	○	○
8. The principal understands how the school should serve the community.	○	○	○	○	○
9. The principal communicates with teachers.	○	○	○	○	○
10. The principal makes sure that teachers have adequate materials for the instructional program.	○	○	○	○	○
11. Teachers assign adequate homework for practice.	○	○	○	○	○
12. Teachers use other methods in addition to whole class lecture.	○	○	○	○	○
13. Teachers lose little time on in-class transitions and passing out materials.	○	○	○	○	○
14. Teachers promptly evaluate and return homework.	○	○	○	○	○
15. Teachers maximize student time-on-task.	○	○	○	○	○
16. Teachers have specific classroom rules and clear consequences when rules are broken.	○	○	○	○	○
17. Teachers spend adequate time helping students understand basic skills.	○	○	○	○	○
18. There are few student-related interruptions during class time.	○	○	○	○	○
19. Class time is used for active instruction.	○	○	○	○	○
20. Disruptions in class are dealt with quickly and quietly.	○	○	○	○	○
21. Students have opportunities to develop leadership skills.	○	○	○	○	○
22. Students are taught to do more than memorize information.	○	○	○	○	○
23. Each student has an opportunity for success.	○	○	○	○	○
24. Teachers feel accountable for students who don't understand the work.	○	○	○	○	○
25. Teachers expect low achievers to respond as often as other students.	○	○	○	○	○
26. Teachers require that students use higher level thinking skills.	○	○	○	○	○
27. Unsuccessful students get extra help from teachers.	○	○	○	○	○
28. Teachers assign seatwork and homework which students can complete without assistance.	○	○	○	○	○
29. Low achievers receive as much praise as high achievers.	○	○	○	○	○
30. Teachers use adequate rewards and praise for academic achievement.	○	○	○	○	○
31. The school building is neat, clean, and comfortable.	○	○	○	○	○
32. Students in our school are excited about learning.	○	○	○	○	○
33. Students take pride in keeping the building attractive.	○	○	○	○	○
34. There is a "WE" spirit in this school.	○	○	○	○	○
35. Teachers in this school treat students fairly.	○	○	○	○	○

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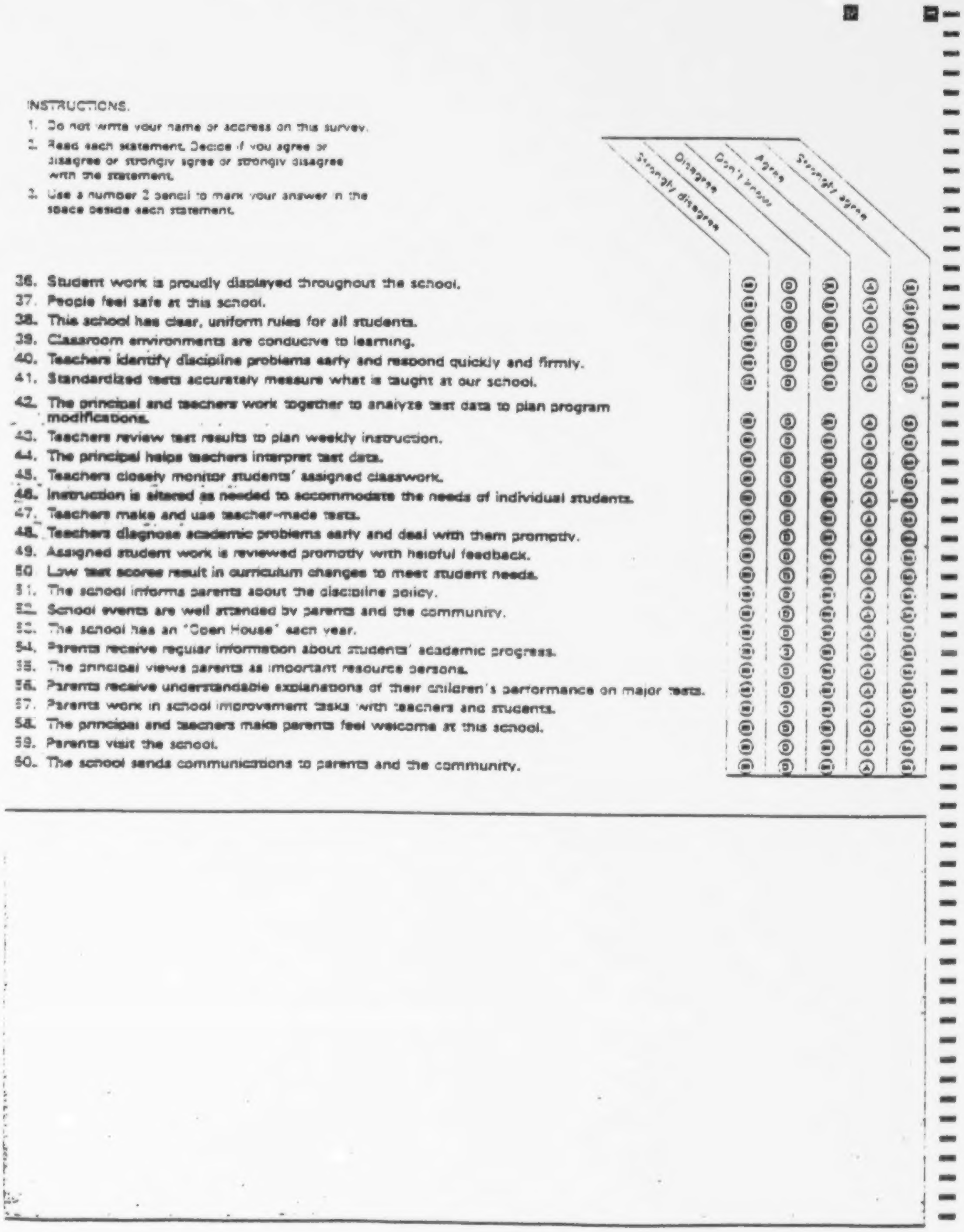

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1. Do not write your name or address on this survey.
2. Read each statement. Decide if you agree or disagree or strongly agree or strongly disagree with the statement.
3. Use a number 2 pencil to mark your answer in the space beside each statement.

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
36. Student work is proudly displayed throughout the school.	○	○	○	○	○
37. People feel safe at this school.	○	○	○	○	○
38. This school has clear, uniform rules for all students.	○	○	○	○	○
39. Classroom environments are conducive to learning.	○	○	○	○	○
40. Teachers identify discipline problems early and respond quickly and firmly.	○	○	○	○	○
41. Standardized tests accurately measure what is taught at our school.	○	○	○	○	○
42. The principal and teachers work together to analyze test data to plan program modifications.	○	○	○	○	○
43. Teachers review test results to plan weekly instruction.	○	○	○	○	○
44. The principal helps teachers interpret test data.	○	○	○	○	○
45. Teachers closely monitor students' assigned classwork.	○	○	○	○	○
46. Instruction is altered as needed to accommodate the needs of individual students.	○	○	○	○	○
47. Teachers make and use teacher-made tests.	○	○	○	○	○
48. Teachers diagnose academic problems early and deal with them promptly.	○	○	○	○	○
49. Assigned student work is reviewed promptly with helpful feedback.	○	○	○	○	○
50. Low test scores result in curriculum changes to meet student needs.	○	○	○	○	○
51. The school informs parents about the discipline policy.	○	○	○	○	○
52. School events are well attended by parents and the community.	○	○	○	○	○
53. The school has an "Open House" each year.	○	○	○	○	○
54. Parents receive regular information about students' academic progress.	○	○	○	○	○
55. The principal views parents as important resource persons.	○	○	○	○	○
56. Parents receive understandable explanations of their children's performance on major tests.	○	○	○	○	○
57. Parents work in school improvement tasks with teachers and students.	○	○	○	○	○
58. The principal and teachers make parents feel welcome at this school.	○	○	○	○	○
59. Parents visit the school.	○	○	○	○	○
60. The school sends communications to parents and the community.	○	○	○	○	○

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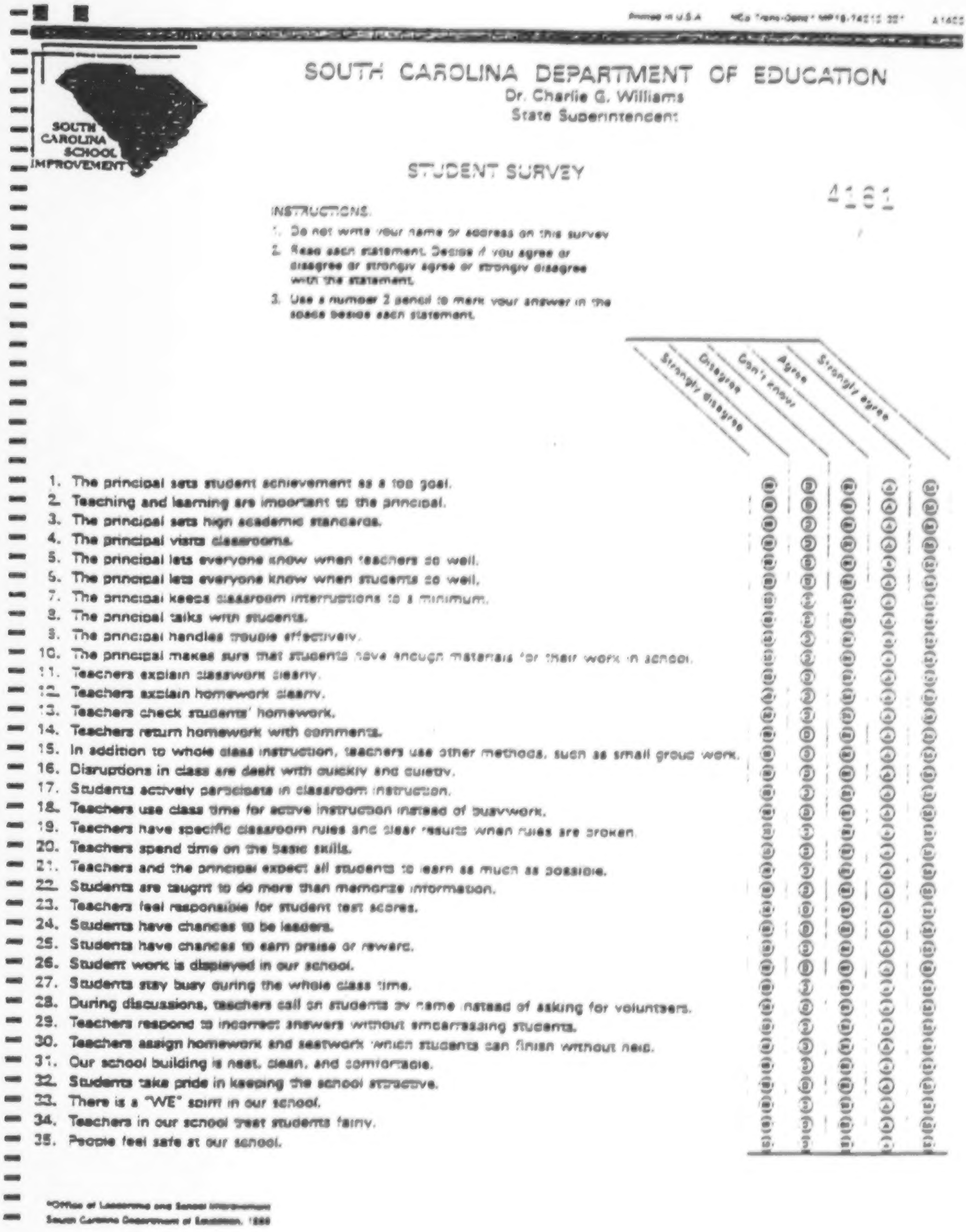

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SOUTH CAROLINA SCHOOL IMPROVEMENT

SOUTH CAROLINA DEPARTMENT OF EDUCATION
Dr. Charlie G. Williams
State Superintendent

STUDENT SURVEY

4161

INSTRUCTIONS:

1. Do not write your name or address on this survey.
2. Read each statement. Decide if you agree or disagree or strongly agree or strongly disagree with the statement.
3. Use a number 2 pencil to mark your answer in the space beside each statement.

Strongly disagree / Disagree / Don't know / Agree / Strongly agree

1. The principal sets student achievement as a top goal.
2. Teaching and learning are important to the principal.
3. The principal sets high academic standards.
4. The principal visits classrooms.
5. The principal lets everyone know when teachers do well.
6. The principal lets everyone know when students do well.
7. The principal keeps classroom interruptions to a minimum.
8. The principal talks with students.
9. The principal handles trouble effectively.
10. The principal makes sure that students have enough materials for their work in school.
11. Teachers explain classwork clearly.
12. Teachers explain homework clearly.
13. Teachers check students' homework.
14. Teachers return homework with comments.
15. In addition to whole class instruction, teachers use other methods, such as small group work.
16. Disruptions in class are dealt with quickly and quietly.
17. Students actively participate in classroom instruction.
18. Teachers use class time for active instruction instead of busywork.
19. Teachers have specific classroom rules and clear results when rules are broken.
20. Teachers spend time on the basic skills.
21. Teachers and the principal expect all students to learn as much as possible.
22. Students are taught to do more than memorize information.
23. Teachers feel responsible for student test scores.
24. Students have chances to be leaders.
25. Students have chances to earn praise or reward.
26. Student work is displayed in our school.
27. Students stay busy during the whole class time.
28. During discussions, teachers call on students by name instead of asking for volunteers.
29. Teachers respond to incorrect answers without embarrassing students.
30. Teachers assign homework and seatwork which students can finish without help.
31. Our school building is neat, clean, and comfortable.
32. Students take pride in keeping the school attractive.
33. There is a "WE" spirit in our school.
34. Teachers in our school treat students fairly.
35. People feel safe at our school.

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South Carolina Department of Education, 1988

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3. Use a number 2 pencil to mark your answer in the space beside each statement.

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
36. Our school has clear rules which apply to all students.	○	○	○	○	○
37. Students take care of school property.	○	○	○	○	○
38. Our teachers make learning exciting.	○	○	○	○	○
39. Teachers deal with discipline problems quickly and firmly.	○	○	○	○	○
40. Students are free from too much pressure in class.	○	○	○	○	○
41. While students are doing classwork, the teacher walks around to check on progress.	○	○	○	○	○
42. Students get specific comments on returned work.	○	○	○	○	○
43. Teachers explain a student's test scores to the student.	○	○	○	○	○
44. If a student fails a test, he has another chance to learn the material.	○	○	○	○	○
45. Students are taught what they need to know for CTBS and BSAP tests.	○	○	○	○	○
46. Short tests are given each week to check student progress.	○	○	○	○	○
47. Students usually understand what will be on tests.	○	○	○	○	○
48. When students do not learn with one approach, the teacher uses another approach.	○	○	○	○	○
49. Students understand why they get the grades they get.	○	○	○	○	○
50. Tests cover the material taught by the teacher.	○	○	○	○	○
51. Our school makes parents feel welcome.	○	○	○	○	○
52. My parents get regular information about my progress in school.	○	○	○	○	○
53. Parents are involved in major decisions about students.	○	○	○	○	○
54. Teachers explain my BSAP/CTBS scores clearly.	○	○	○	○	○
55. The principal and teachers want parents to take part in school activities.	○	○	○	○	○
56. Our school has an "Open House" each year.	○	○	○	○	○
57. Parents and students are involved in the school's advisory councils.	○	○	○	○	○
58. The school informs the community of the school's goals.	○	○	○	○	○
59. My parents understand the school's discipline policy.	○	○	○	○	○
60. Our school has a homework policy.	○	○	○	○	○

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SOUTH CAROLINA SCHOOL IMPROVEMENT

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams
State Superintendent

PARENT SURVEY

4253

INSTRUCTIONS.

1. Do not write your name or address on this survey.
2. Read each statement. Decide if you agree or disagree or strongly agree or strongly disagree with the statement.
3. Use a number 2 pencil to mark your answer in the space beside each statement.

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
1. The principal talks with people in the community about the school's goals.	○	○	○	○	○
2. The principal explains instructional matters so that parents can understand.	○	○	○	○	○
3. The principal sets high academic standards.	○	○	○	○	○
4. The principal publicly recognizes good teachers.	○	○	○	○	○
5. The principal publicly recognizes good students.	○	○	○	○	○
6. The principal understands how the school should serve the community.	○	○	○	○	○
7. Teachers explain classwork clearly.	○	○	○	○	○
8. Teachers explain homework clearly.	○	○	○	○	○
9. Teachers check the homework my child does.	○	○	○	○	○
10. The homework my child hands in is returned to him later.	○	○	○	○	○
11. Teachers have good classroom control.	○	○	○	○	○
12. Students in this school seem to spend enough time on basic skills.	○	○	○	○	○
13. My child takes part in classroom activities.	○	○	○	○	○
14. My child has homework to do.	○	○	○	○	○
15. My child can do his homework by himself.	○	○	○	○	○
16. My child knows the classroom rules.	○	○	○	○	○
17. My child feels successful in some way each day in school.	○	○	○	○	○
18. Teachers expect all students to master basic skills.	○	○	○	○	○
19. Teachers assign homework which students can successfully finish without help.	○	○	○	○	○
20. My child receives praise in school.	○	○	○	○	○
21. My child's school work requires more than memorization of facts.	○	○	○	○	○
22. The school has programs to recognize students who do well.	○	○	○	○	○
23. People in this school really care about how much students learn.	○	○	○	○	○
24. The school building is neat, clean, and comfortable.	○	○	○	○	○
25. Students in our school are excited about learning.	○	○	○	○	○
26. Students take pride in keeping the building attractive.	○	○	○	○	○
27. Students enjoy being part of this school.	○	○	○	○	○
28. Teachers in this school treat students fairly.	○	○	○	○	○
29. Student work is displayed in the school.	○	○	○	○	○
30. People feel safe at this school.	○	○	○	○	○
31. This school has clear, uniform rules for all students.	○	○	○	○	○
32. Students seem free from too much pressure in classrooms.	○	○	○	○	○
33. Teachers deal with discipline problems early with quick, firm responses.	○	○	○	○	○
34. Students' work is graded and returned promptly.	○	○	○	○	○
35. Teachers explain students' test scores to parents.	○	○	○	○	○

*Office of Leadership and School Improvement
South Carolina Department of Education, [illegible]

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INSTRUCTIONS.

1. Do not write your name or address on this survey
2. Read each statement. Decide if you agree or disagree or strongly agree or strongly disagree with the statement.
3. Use a number 2 pencil to mark your answer in the space beside each statement.

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
36. If a student fails a test, he has another chance to learn the material.	○	○	○	○	○
37. Teachers use test results to decide what should be retaught.	○	○	○	○	○
38. Students are taught what they need to know for BSAP and CTBS tests.	○	○	○	○	○
39. Instruction is changed as needed to meet the needs of individual students.	○	○	○	○	○
40. Short tests are given often to check student progress.	○	○	○	○	○
41. Students usually understand what will be on tests.	○	○	○	○	○
42. It is a pleasure to have my child attend this school.	○	○	○	○	○
43. Parents are welcome in this school.	○	○	○	○	○
44. Student progress is reported to parents at conferences.	○	○	○	○	○
45. Parents are involved in major decisions concerning students.	○	○	○	○	○
46. The principal encourages parents to take part in school activities.	○	○	○	○	○
47. This school has an "Open House" each year.	○	○	○	○	○
48. The school sponsors activities such as open meetings and news releases to inform the community of the school's goals.	○	○	○	○	○
49. Parents receive complete and accurate explanations of CTBS and BSAP test results.	○	○	○	○	○
50. Parents and students are actively involved in the school's advisory councils.	○	○	○	○	○

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Appendix B Page 1 Classroom Environment Scale

1. Students put a lot of energy into what they do here.
2. Students in this class get to know each other really well.
3. This teacher spends very little time just talking with students.
4. Almost all class time is spent on the lesson for the day.
5. Students don't feel pressured to compete here.
6. This is a well-organized class.
7. There is a clear set of rules for students to follow.
8. There are very few rules to follow.
9. New ideas are always being tried out here.
10. Students daydream a lot in this class.
11. Students in this class aren't very interested in getting to know other students.
12. The teacher takes a personal interest in students.
13. Students are expected to stick to classwork in this class.
14. Students try hard to get the best grade.
15. Students are almost always quiet in this class.
16. Rules in this class seem to change a lot.
17. If a student breaks a rule in this class, he's sure to get in trouble.
18. What students do in class is very different on different days.
19. Students are often "clock-watching" in this class.
20. A lot of friendships have been made in this class.
21. The teacher is more like a friend than an authority.
22. We often spend more time discussing outside student activities than class-related material.
23. Some students always try to see who can answer questions first.
24. Students fool around a lot in this class.
25. The teacher explains what will happen if a student breaks a rule.
26. The teacher is not very strict.
27. New and different ways of teaching are not tried very often in this class.
28. Most students in this class really pay attention to what the teacher is saying.
29. It's easy to get a group together for a project.
30. The teacher goes out of his way to help students.
31. Getting a certain amount of classwork done is very important in this class.
32. Students don't compete with with each other here.
33. This class is often in an uproar.
34. The teacher explains what the rules are.
35. Students can get in trouble with the teacher for talking when they're not supposed to.
36. The teacher likes students to try unusual projects.
37. Very few students take part in class discussions or activities.
38. Students enjoy working together on projects in this class.
39. Sometimes the teacher embarrasses students for not knowing the right answer.
40. Students don't do much work in this class.
41. A student's grade is lowered if he gets homework in late.
42. The teacher hardly ever has to tell students to get back in their seats.
43. The teacher makes a point of sticking to the rules he's made.
44. Students don't always have to stick to the rules in this class.
45. Students have very little to say about how class time is spent.
46. A lot of students "doodle" or pass notes.
47. Students enjoy helping each other with homework.
48. This teacher "talks down" to students.
49. We usually do as much as we set out to do.
50. Grades are not very important in this class.
51. The teacher often has to tell students to calm down.
52. Whether or not students can get away with something depends on how the teacher is feeling that day.
53. Students get in trouble if they're not in their seats when the class is supposed to start.
54. The teacher thinks up unusual projects for students to do.
55. Students sometimes present something they've worked on to the class.
56. Students don't have much of a chance to get to know each other in this class.
57. If students want to talk about something this teacher will find time to do it.
58. If a student misses class for a couple of days, it takes some effort to catch up.
59. Students here don't care about what grades the other students are getting.
60. Assignments are usually clear so everyone knows what to do.
61. There are set ways of working on things.
62. It's easier to get in trouble here than in a lot of other classes.
63. Students are expected to follow set rules in doing their work.
64. A lot of students seem to be only half awake during this class.
65. It takes a long time to get to know everybody by his first name in this class.
66. This teacher wants to know what students themselves want to learn about.
67. This teacher often takes time out from the lesson plan to talk about other things.
68. Students have to work for a good grade in this class.
69. This class hardly ever starts on time.

70. In the first few weeks the teacher explained the rules about what students could and could not do in this class.
71. The teacher will put up with a good deal.
72. Students can choose where they sit.
73. Students sometimes do extra work on their own in the class.
74. There are groups of students who don't get along in class.
75. This teacher does not trust students.
76. This class is more a social hour than a place to learn something.
77. Sometimes the class breaks up into groups to compete with each other.
78. Activities in this class are clearly and carefully planned.
79. Students aren't always sure if something is against the rules or not.
80. The teacher will kick a student out of class if he acts up.
81. Students do the same kind of homework almost every day.
82. Students really enjoy this class.
83. Some students in this class don't like each other.
84. Students have to watch what they say in this class.
85. The teacher sticks to classwork and doesn't get sidetracked.
86. Students usually pass even if they don't do much.
87. Students don't interrupt the teacher when he's talking.
88. The teacher is consistent in dealing with students who break the rules.
89. When the teacher makes a rule, he means it.
90. In this class, students are allowed to make up their own projects.

CLASSROOM ENVIRONMENT SCALE

FORM R

INSTRUCTIONS

There are 90 statements in this booklet. They are statements about high school and junior high school classrooms. You are to decide which of these statements are true of your classroom and which are false.

Make all your marks on the separate answer sheet. If you think a statement is true or mostly true of your class, make an X in the box labeled T (true). If you think the statement is false, or mostly false, make an X in the box labeled F (false).

Do not make any marks on this booklet.

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Questions For Yearly Focus Groups for FANS

Teachers:

1. What are this school and community like as places for children?
2. What is the climate like for teachers and students?
3. Can we help parents identify problems with children and families? How?
4. Who are "outsider kids"?
5. Would special workshops for teachers be helpful if done within school hours?
6. What makes hassles and a bad day?
7. What are stressors for kids?
8. How much do you believe you know about the students' families?
9. What topics would be appropriate for parents' workshop groups?
10. What things do Bryson students do that bother or frustrate you?

Questions For Yearly Focus Groups for FANS

Students:

1. What is this area like to live in for kids your age--good and bad?
2. What things are good or bad about school?
3. What would you tell other younger students about how it is to live here?
4. What do teachers need to learn about you to make your life better?
5. How could teachers make your life less hassled?
6. How are things at home?
7. What things cause hassles at home?
8. What makes a bad day?
9. What about boy/girl relationships?
10. What causes stress?

Questions For Yearly Focus Groups for FANS

Community Leaders:

1. What is your general impression of this area for families? ...for families with teenagers?
2. Where do families go for help?
3. What are the sources people seek if they have a crisis?
4. In terms of being helped, are there particular groups of people being left out?
5. Where do churches fit in with helping and with overlooked groups? ...other agencies or organizations?
6. Personnel associates with Bryson Middle School and FANS would like to coordinate more involvement from the community to respond to families. How can we do this?
7. What do you think the community's problems are?

Questions For Yearly Focus Groups for FANS

Parents:

1. What is this community like as a place for families? ...as a place to raise children?
2. Where do people in this community go for help?
3. Bryson Middle School and FANS want to be resources for families. What topics would be helpful? ...for families with teenagers?
4. To what degree and how are friends and neighbors involved with other people's children?
5. How can we tell people about FANS?
6. What would you like adolescents to know about you?

Appendix D Page 1 Greenville News-Piedmont, November 1991

'Two different worlds in the same county'

Study finds downtown, small town attitudes have little in common

By Melinda Gladfelter
Piedmont staff reporter

— Owen Riley Jr.

Tom Vinegar stands in neighborhood near Green Avenue Community Center

When asked by the leader of the Thursday night boys group how he would feel if somebody punched him in the eye, one young boy smacked his fist into his hand and said with a grin, "I kill 'em!"

Mental health counselor Tom Vinegar asked another boy what "positive" means.

The boy answered, "Like you positive somebody's going to get killed."

A dozen boys, ages eight to 15, meet weekly in the Juanita Butler Community Center in the Green Avenue area of Greenville to have fun and to learn how to cope with conflicts and other problems.

Across the county, nine sixth-graders meet at Bryson Middle School outside Fountain Inn to discuss negotiation in a group counseling session on friendship skills led by school consultant Vicki Fanning.

Michael Bockstiegel, 11, told the group how his brother punched him in the stomach and started a fight.

Ms. Fanning asked Michael what he could have done to resolve the conflict. Michael didn't know. "He aggravates me so much — you know how people give you noogies?"

Both groups are part of a two-year, $120,000 study funded by the National Institute of Mental Health about neighborhoods, schools and community services.

The Fountain Inn and Green Avenue communities were selected for parent and resident surveys and focus groups to help local mental health officials decide what kind of services are needed, such as parenting and literacy training. Part of the evaluation includes studying control groups of a school similar to Bryson and two downtown Greenville census tracts similar to the Green Avenue area.

Research will be completed this summer, and the study's evaluation is expected to be published in 1993 or 1994.

"What we were seeing is like two different worlds in the same county," said Dr. Gary B. Melton, a consultant for the project. He is a professor of psychology and law at the University of Nebraska at Lincoln.

When asked what was the best

(See WORLD, Page 7A)

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World of difference found in county residents' attitudes

(Continued from Page 1A)

thing about living in their community, about half the parents surveyed in the urban, mainly black Green Avenue community could not think of anything to say, Melton said.

When asked about serious problems, more than two-thirds of those surveyed in Green Avenue mentioned substance abuse. Crime and traffic were also mentioned.

"When we did follow-up questions of other problems, just about everybody spontaneously mentioned drugs," Melton said.

"The general perception of people living in this community and in other downtown communities is that it's just not a safe place for kids to be," he said.

But in the rural, mostly white area of Fountain Inn, about a third of the parents surveyed could not think of any major problem with their community.

"The second most-common answer was the lack of recreation — about 20 percent of the parents said this," Melton said.

The two communities did converge on questions about social support. In both communities, parents reported being isolated from their neighbors, friends and relatives.

Two decades ago, Melton said, people typically said they would go to their clergy, neighbors and relatives if they had a problem with their children.

Now, in both the rural and urban communities studied, people listed no one or the emergency room as their first line of help.

"I think this is a sign of the times, as much as a sign of these communities," he said.

Some services have been initiated in the two communities that will address the problems mentioned by residents and parents.

The Green Avenue Multiservice Center, 601 Green Ave., opened last summer with more than a dozen agencies participating. Parents, children and area residents can seek counseling, classes on parenting skills, mentoring, literacy classes and other aid at the center.

"It's designed to help families deal with their own problems, instead of families exploding in crisis and calling the police," said Dale Chandler, director of community programs for the state Department of Youth Services office in Greenville.

Vinegar, an employee of the Greenville Mental Health Department, started the Green Avenue boys group in October.

"We're addressing every issue that has an impact on the youth in this area, including motivation, school issues, alcohol and drugs, sex issues, relationships with parents and teachers," Vinegar said.

When a student at Bryson Middle School has a fight on the school bus or with his or her parents, Ms. Fanning is available to lend an ear. She also conducts study groups, stress-management classes and group counseling sessions on divorce, self-esteem and other issues throughout the school year.

The Bryson project has been funded for two years and money is being sought for similar programs in five other schools.

Since the program began in January 1991, about 20 percent of Bryson Middle's 1,000 students have participated, said principal Susan Hoover.

"Other principals are very jealous," Ms. Hoover said. "It's systemic intervention, which really boils down to helping kids grow up to be good citizens. This program should be in every school."

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FANS Groups

January - May 1992

1. Persian Gulf Support Group: 1 group / 3 sessions each
2. Study Skills: 4 groups / 4 sessions each
3. Children of Divorce: 4 groups / 4 sessions each

Total Participants: Approximately 60

October - April 1992

1. Friendship Skills: 5 groups / 4 sessions each
2. Stress Management: 4 groups / 3 sessions each
3. Children of Divorce: 3 groups / 6 sessions each
4. Self-Esteem: 5 groups / 4 sessions each
5. Study Skills: 14 groups / 1 session each
   9 groups / 2 sessions each
   4 groups / 3 sessions each

(Study Skills were done through the Language Arts classes)

Total Participants: Approximately 300

Sixth Grade At-Risk Groups: Intervention Summaries

Groups need to convene for the first time by October 20 and every two weeks thereafter.

(Leader inserts name)

Group Leader Inclusive Dates

Students included in Group:
Please record P(Present) or A(Absent) for each meeting

(Leader will insert student names in this section)

1. What academic progress have specific members made? Give specific examples.

2. What academic difficulties have specific members encountered?

3. How do the members express their satisfaction (#1) or frustration (#2)?

Intervention Summaries

4. What behavior patterns are emerging? Use group/individual conference data and school discipline records.

5. What family/medical stresses are evident?

6. What school or social stresses are evident?

7. What pattern emerges as to conflict resolution (#6, 7)?

8. Are other school or agency services being used to assist the members?

9. Were any members added or dropped from the group?

10. Other pertinent information?

Appendix G

IMPACT MATRIX PAGE 1

ID #	RACE	SEX	ATTENDANCE	AT-RISK BEHAVIORS *	GPA QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
2003481	W	M		2				
2020580	B	M		4				
2029960	B	M		1,4				
2036401	B	M		1,4				
2058464	B	M		1				
2058499	B	M		1,4				
2071061	W	M		3,4				
2071096	B	M		1,2,4				
2071398	W	M		4				
2071428	W	M		1,4				
2071444	W	F		2,4				
2071509	W	M		1,4				
2071517	B	F		1				
2073714	B	M		4				
2079275	B	M		1,4				
2087359	B	M		1,4				
2087650	W	M		4				
2093154	W	M		2,4				
2102862	W	F		1,2,4				
2104113	W	M		1,4				
2125919	B	F		1				
2146983	W	F		1				
2147300	W	M		1				
2147343	W	M		4				
2148579	B	M		4				
2156792	W	M		4				
2160714	W	F		2				
2162652	W	M		1,4				
2163004	W	M		1,4				
2163012	W	M		1,4				
2163098	B	F		1				
2173166	W	M		4				
2180774	W	M		2,4				
2185466	W	F		1,4				
2187604	W	F		2				
2190192	W	M		2,3				
2192888	B	M		2,3,4				
2237911	W	M		1,3				
2251388	W	F		2				
2256363	W	M		1,3				
2258684	W	M		3				

Attendance, grade-point averages and
number and types of discipline
referrals will be computed
after each quarter.
The types of counseling
intervention will be tallied
at the end of the project.

Appendix G

IMPACT MATRIX PAGE 2

ID #	RACE	SEX	ATTENDANCE	AT-RISK BEHAVIORS *	GPA QTR	DISCIPLINARY REFERRALS		COUNSELING INTERVENTION ***
						#	TYPE **	
2264080	W	F		1,2,4				
2285894	B	M		2				
2310996	B	F		1,4				
2318199	W	M		2,4				
2322676	W	F		1,2				
2324156	W	M		3,4				
2326604	B	F		4				
2328178	W	F		4				
2351838	W	M		1,4				
2385961	W	M		3				
2404524	W	M		1,4				
2552752	W	M		2,4				
2609665	W	M		1,2				
2639882	W	F		1				
2653249	W	F		4				
2657171	W	F		2				
2661551	W	F		1,2				
2708760	W	F		2				

* AT-RISK BEHAVIORS
1 = PERSONAL/BEHAVIOR
2 = FAMILY
3 = MEDICAL
4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** COUNSELING INTERVENTION
1 = GROUP SESSIONS
2 = INDIVIDUAL COUNSELING
3 = FAMILY COUNSELING
4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

Appendix E

IMPACT MATRIX PAGE 3

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 1st QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
2003481	W	M	5 M	2	2.0000	0		
2020580	B	M		4	3.1400	2	2,44	
2029960	B	M		1,4	1.0000	5	13,44,12	
2036401	B	M	1 U	1,4	0.7140	2	1,44	
2058464	B	M		1	2.0000	0		
2058499	B	M	1 E	1,4	2.0000	2	10,13	
2071061	W	M	1 M, 1 E	3,4	1.4200	0		
2071096	B	M	1 U	1,2,4	1.5700	2	1,2	
2071398	W	M	1 E, 2 U	4	1.0000	0		
2071428	W	M	1 M, 2 U	1,4	1.0000	5	3,7,12,8	
2071444	W	F	3 E	2,4	2.5700	0		
2071509	W	M	1 M, 3 U	1,4	0.8570	1	2	
2071517	B	F		1	3.2800	0		
2073714	B	M	2 U	4	1.8500	1	12	
2079275	B	M		1,4	1.8570	0		
2087359	B	M		1,4	0.7140	0		
2087650	W	M	1 U	4	1.5700	0		
2093154	W	M		2,4	1.4200	0		
2102862	W	F		1,2,4	2.5700	0		
2104113	W	M		1,4	1.8570	1	10	
2125919	B	F	1 E	1	3.7000	0		
2146983	W	F		1	3.5700	0		
2147300	W	M	1 E	1	2.2800	0		
2147343	W	M	1 M	4	2.1400	0		
2148579	B	M	2 U	4	1.4200	0		
2156792	W	M	1 M, 1 U	4	2.2800	0		
2160714	W	F	1 E	2	2.0000	0		
2162652	W	M		1,4	3.2800	0		
2163004	W	M		1,4	1.5700	0		
2163012	W	M		1,4	1.8570	1	12	
2163098	B	F	1 E	1	3.0000	1	10	
2173166	W	M	1 M, 1 E	4	1.1400	0		
2180774	W	M	1 U	2,4	1.5700	1	10	
2185466	W	F	3 E, 1 U	1,4	2.1400	0		
2187604	W	F	1 E	2	2.1400	0		
2190192	W	M	2 M, 1 E	2,3	2.8570	0		
2192888	B	M	2 E, 12 U	2,3,4	0.5700	1	13	
2237911	W	M	1 M	1,3	1.8570	0		
2251388	W	F	1 E	2	3.7000	0		
2256363	W	M	2 M	1,3	3.5700	0		
2258684	W	M		3	3.2800	0		

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Appendix C

IMPACT MATRIX PAGE 4

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 1st QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
2264080	W	F		1,2,4	2.8570	0		
2285894	B	M		2	2.1400	2	12,10	
2310996	B	F	2 E, 2 U	1,4	1.8570	3	10,12,44	
2318199	W	M		2,4	3.5700	1	10	
2322676	W	F	1 M, 1 E	1,2	1.8570	0		
2324156	W	M	2 E	3,4	1.1400	3	1,10,12	
2326604	B	F		4	2.1400	1	12	
2328178	W	F		4	1.7000	0		
2351838	W	M	2 U	1,4	1.1400	2	12,44	
2385961	W	M	1 M, 1 E	3	2.8570	0		
2404524	W	M	1 M, 1 U	1,4	0.5700	3	2,12,31	
2552752	W	M	2 M	2,4	2.5700	0		
2609665	W	M	1 U	1,2	2.8570	1	8	
2639882	W	F		1	3.7000	0		
2653249	W	F	1 U	4	2.5700	0		
2657171	W	F	2 S, 2 U	2	2.2800	0		
2661531	W	F		1,2	3.1400	0		
2708760	W	F		2	2.7143	3	10,12,44	

* AT-RISK BEHAVIORS
1 = PERSONAL/BEHAVIOR
2 = FAMILY
3 = MEDICAL
4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** COUNSELING INTERVENTION
1 = GROUP SESSIONS
2 = INDIVIDUAL COUNSELING
3 = FAMILY COUNSELING
4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

**** ATTENDANCE CODES
E = PARENT EXCUSE
M = MEDICAL EXCUSE
S = SUSPENDED
U = UNEXCUSED

Appendix G

IMPACT MATRIX PAGE 5

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 2nd QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
2003481	W	M	6 M	2	1.7143	0		
2020580	B	M	0	4	2.5714	0		
2029960	B	M	0	1,4	0.8571	1	13	
2036401	B	M	0	1,4	0.8571	3	5,12,13	
2058466	B	M	0	1	1.0000	0		
2058499	B	M	1 E 4 U	1,4	1.4286	1	12	
2071061	W	M	9 E	3,4	0.7143	2	2,41	
2071096	B	M	0	1,2,4	1.1429	1	12	
2071398	W	M	2 E, 1 M, 3 U	4	0.7143	11	2,3,12,13	
2071428	W	M	2 E, 1 M, 5 U	1,4	1.5714	4	7,8,10,35	
2071444	W	F	0	2,4	2.1429	0		
2071509	W	M	2 U	1,4	1.1429	4	2,7,10,12	
2071517	B	F	0	1	3.8571	0		
2073714	B	M	0	4	1.5714	1	10	
2079275	B	M	1 U	1,4	1.7143	3	7,10,20	
2087353	B	M	0	1,4	0.7143	1	44	
2087650	W	M	3 U	4	2.1429	1	41	
2093154	W	M	1 E, 2 U	2,4	0.6667	0		
2102862	W	F	0	1,2,4	1.5714	3	2,13,44	
2104113	W	M	1 E, 6 U	1,4	1.7143	0		
2125919	B	F	2 E, 1 U	1	3.4286	1	12	
2146983	W	F	6 E	1	3.5714	0		
2147300	W	M	1 E	1	1.5714	0		
2147343	W	M	1 M	4	1.4286	2	2,12	
2148579	B	M	0	4	2.0000	0		
2156792	W	M	1 M	4	1.5714	0		
2160714	W	F	0	2	WD			
2162652	W	M	3 M	1,4	3.2857	0		
2163004	W	M	3 E	1,4	1.4286	2	13	
2163012	W	M	1 U	1,4	1.7143	4	7,12,13,44	
2163098	B	F	2 E	1	2.2857	1	13	
2173166	W	M	2 E, 2 U	4	0.4286	1	11	
2180774	W	M	1 E	2,4	1.7143	0		
2185466	W	F	6 E, 4 U	1,4	2.4286	0		
2187604	W	F	4 E, 1 U	2	1.7143	2	12	
2190192	W	M	3 E, 1 M, 1 U	2,3	2.8571	0		
2192888	B	M	13 U	2,3,4	0.5714	1	44	
2237911	W	M	3 E	1,3	2.5714	1	7	
2251388	W	F	2 E, 2 M, 1 U	2	2.8571	0		
2256363	W	M	0	1,3	3.4286	0		
2258684	W	M	2 M	3	3.4286	0		
2264080	W	F	1 M	1,2,4	2.8571	0		

Appendix G

IMPACT MATRIX PAGE 6

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 2nd QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
2235394	B	M	0	2	2.4286	2	10	
2310996	B	F	6 E	1,4	0.8571	6	1,2,5,7,13	
2318199	W	M	3 E	2,4	3.7143	0		
2322576	W	F	9 M, 8 U	1,2	0.8571	0		
2324156	W	M	3 E, 1 U	3,4	0.4286	6	7,12,41	
2326604	B	F	0	4	0.5714	2	9,12	
2328178	W	F	4 E	4	1.8571	0		
2351838	W	M	1 U	1,4	0.8571	1	44	
2385961	W	M	0	3	2.4286	0		
2404524	W	M	4 U	1,4	0.5714	10	1,2,7,12,13,30	
2552752	W	M	3 M, 1 U	2,4	2.5714	0		
2609665	W	M	2 E	1,2	2.8571	0		
2639882	W	F	0	1	3.7143	0		
2653249	W	F	5 E, 1 U	4	3.1429	0		
2657171	W	F	2 E, 1 U	2	2.5714	0		
2661551	W	F	0	1,2	3.5714	0		
2708750	W	F	WD	2	WD			

* AT-RISK BEHAVIORS
1 = PERSONAL/BEHAVIOR
2 = FAMILY
3 = MEDICAL
4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** COUNSELING INTERVENTION
1 = GROUP SESSIONS
2 = INDIVIDUAL COUNSELING
3 = FAMILY COUNSELING
4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

**** ATTENDANCE CODES
E = PARENT EXCUSE
M = MEDICAL EXCUSE
S = SUSPENDED
U = UNEXCUSED

Appendix G

IMPACT MATRIX PAGE 7

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 3rd QTR	DISCIPLINARY REFERRALS #	TYPE **	COUNSELING INTERVENTION ***
2003481	W	M	6 M	2	1.8571	0		
2020580	B	M	1 U	4	3.0000	0		
2029960	B	M	1 E, 3 U	1,4	1.1429	1	13	
2036401	B	M	4 S	1,4	0.8571	3	5,12,13	
2058464	B	M	1 E	1	0.7143	0		
2058499	B	M	2 E	1,4	1.1429	1	12	
2071061	W	M	3 E	3,4	0.4286	2	2,41	
2071096	B	M	1 E	1,2,4	1.0000	1	12	
2071398	W	M	1 E, 3 U	4	1.0000	10	2,3,7,12,13	
2071428	W	M	2 E, 1 U, 7 S	1,4	1.1429	4	7,8,10,35	
2071444	W	F	4 E	2,4	1.8571	0		
2071509	W	M	2 E, 2 M, 1 U	1,4	1.4286	4	2,10,12	
2071517	B	F		1	3.5714	0		
2073714	B	M	4 E, 4 U	4	1.5714	1	10	
2079275	B	M		1,4	2.1429	3	7,10,20	
2087359	B	M	1 U	1,4	1.0000	1	44	
2087650	W	M		4	1.8571	1	41	
2093154	W	M		2,4	1.3750	0		
2102862	W	F		1,2,4	1.4286	3	2,13,44	
2104113	W	M	1 E, 1 U	1,4	2.6667	0		
2125919	B	F	1 M	1	2.1429	1	12	
2146983	W	F		1	3.4286	0		
2147300	W	M	2 E	1	2.1429	0		
2147343	W	M		4	2.2857	2	2,12	
2148579	B	M	1 U	4	1.8571	0		
2156792	W	M	1 E	4	0.5714	0		
2160714	W	F	W/D	2	WD			
2162652	W	M	1 U	1,4	3.1429	0		
2163004	W	M	1 E	1,4	0.7143	2	13	
2163012	W	M	3 E, 3 S	1,4	1.7143	4	7,12,13,44	
2163098	B	F	1 E, 1 U	1	2.1429	1	13	
2173166	W	M	1 E	4	1.1429	1	11	
2180774	W	M	1 U	2,4	1.4286	0		
2185466	W	F	1 E, 2 U	1,4	2.2857	0		
2187604	W	F	2 E	2	1.7143	2	12	
2190192	W	M		2,3	2.7143	0		
2192888	B	M	4 E	2,3,4	0.7143	1	44	
2237911	W	M	6 U	1,3	WD			
2251388	W	F	1 E, 3 M	2	2.5714	0		
2256363	W	M	5 M	1,3	3.7143	0		
2258684	W	M		3	3.2857	0		
2264080	W	F		1,2,4	3.0000	0		

Appendix G

IMPACT MATRIX PAGE 8

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 3rd QTR	DISCIPLINARY REFERRALS #	TYPE **	COUNSELING INTERVENTION ***
2285894	B	M	1 E	2	1.8571	2	13	
2310996	B	F		1,4	1.2857	6	1,2,5,7,13	
2318199	W	M	2 E	2,4	3.4286	0		
2322676	W	F	1 M	1,2	1.7143	0		
2324156	W	M	1 E, 4 U	3,4	0.2857	6	7,12,41	
2326604	B	F		4	1.5714	2	9,12	
2328178	W	F		4	2.4286	0		
2351838	W	M	2 E, 1 M, 2 S	1,4	0.0000	1	44	
2385961	W	M	4 U	3	2.5714	0		
2404524	W	M	5 S	1,4	0.1429	10	1,2,7,12,13,30	
2552752	W	M		2,4	2.5714	0		
2609665	W	M	3 E, 1 U	1,2	WD			
2639882	W	F	1 U	1	4.0000	0		
2653249	W	F	5 E	4	2.8571	0		
2657171	W	F	1 U	2	2.8571	0		
2661551	W	F		1,2	3.4286	0		
2708760	W	F	WD	2	WD			

* AT-RISK BEHAVIORS
1 = PERSONAL/BEHAVIOR
2 = FAMILY
3 = MEDICAL
4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** COUNSELING INTERVENTION
1 = GROUP SESSIONS
2 = INDIVIDUAL COUNSELING
3 = FAMILY COUNSELING
4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

**** ATTENDANCE CODES
E = PARENT EXCUSE
M = MEDICAL EXCUSE
S = SUSPENDED
U = UNEXCUSED

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Appendix G

IMPACT MATRIX PAGE 9

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 4th QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
2003481	W	M	1 U	2	2.1429	0		2,1
2020580	B	M		4	2.8541	0		1,5
2029960	B	M		1,4	1.2857	0		1,5
2036401	B	M		1,4	1.5714	0		1,5
2058464	B	M	1 E	1	1.2857	0		1,5
2058499	B	M	3 E, 1 U	1,4	1.4286	0		1,5
2071061	W	M	2 M	3,4	0.7143	0		1,2,3,4,5
2071096	B	M	1 U	1,2,4	1.2857	1	11	1,5
2071398	W	M	7 U	4	0.8571	1	2	1,5
2071428	W	M		1,4	1.8000	0		1,2,3,4,5
2071444	W	F	2 E, 5 M, 1 U	2,4	1.8571	0		1,5
2071509	W	M	1 U	1,4	2.4286	2	2,12	1,2,3,5
2071517	B	F		1	3.5714	0		1,5
2073714	B	M	1 U	4	1.4286	3	1,7,10	1,5
2079275	B	M		1,4	2.0000	3	7,12	1,5
2087359	B	M	1 U	1,4	0.5714	2	11,12	1,5
2087650	W	M	2 E, 3 U	4	2.0000	0		1,5
2093154	W	M	WD	2,4	WD			
2102862	W	F	1 E	1,2,4	1.1429	1	9	1,5
2104113	W	M	1 U	1,4	2.1667	0		1,5
2125919	B	F	1 E, 1 U	1	2.8571	0		1,5
2146983	W	F		1	3.4286	0		1,5
2147300	W	M		1	2.1429	0		1,5
2147343	W	M	3 E	4	1.4286	3	2,10,34	1,5
2148579	B	M	1 U, 5 S	4	1.2857	1	30	1,5
2156792	W	M	2 M	4	1.4286	0		1,5
2160714	W	F	WD	2	WD			
2162652	W	M		1,4	3.0000	0		1,5
2163004	W	M		1,4	1.1429	2	12,19	1,5
2163012	W	M	1 E, 2 S	1,4	1.1429	1	10	1,2,3,5
2163098	B	F	2 E, 1 U, 1 S	1	2.1429	1	10	1,5
2173166	W	M	1 M, 2 U	4	1.2857	0		1,2,3,5
2180774	W	M	3 E	2,4	1.5714	0		1,5
2185466	W	F		1,4	2.4286	0		1,5
2187604	W	F	2 E, 2 U	2	1.1429	0		1,5
2190192	W	M	3 E	2,3	2.8571	0		1,5
2192888	B	M	2 U	2,3,4	1.2857	0		1,5
2237911	W	M	WD	1,3	WD			
2251388	W	F	6 M, 1 U	2	2.8571	0		1,5
2256363	W	M	1 M	1,3	3.8571	0		1,5
2258684	W	M	1 U	3	2.8571	0		1,5
2264080	W	F		1,2,4	2.5714	0		1,5

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IMPACT MATRIX PAGE 10

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 4th QTR	DISCIPLINARY REFERRALS #	TYPE **	COUNSELING INTERVENTION ***
2285894	B	M	1 E, 1 U	2	1.5714	1	12	1,5
2310996	B	F	1 E	1,4	1.2500	6	1,12,13	1,5
2318199	W	M	3 E	2,4	2.7143	1	13	1,5
2322676	W	F	2 M, 2 U	1,2	1.4286	1	44	1,5
2324156	W	M	10 U	3,4	0.4286	1	12	1,5
2326604	B	F	5 S	4	1.1429	1	11	1,5
2328178	W	F	1 E	4	2.1429	0		1,5
2351838	W	M	4 U	1,4	0.0000	3	10,12	1,2,3,5
2385961	W	M	1 M	3	2.4286	0		1,5
2404524	W	M	3 U, 3 S	1,4	1.4286	1	44	1,2,3,4,5
2552752	W	M	1 E	2,4	1.8571	0		1,5
2609665	W	M	WD	1,2	WD			
2639882	W	F	1 E	1	3.8571	0		1,5
2653249	W	F	1 U	4	3.1429	0		1,5
2657171	W	F	1 E	2	2.7143	0		1,5
2661551	W	F		1,2	3.2857	0		1,5
2708750	W	F	WD	2	WD			1,5

* AT-RISK BEHAVIORS
1 = PERSONAL/BEHAVIOR
2 = FAMILY
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4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** COUNSELING INTERVENTION
1 = GROUP SESSIONS
2 = INDIVIDUAL COUNSELING
3 = FAMILY COUNSELING
4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

**** ATTENDANCE CODES
E = PARENT EXCUSE
M = MEDICAL EXCUSE
S = SUSPENDED
U = UNEXCUSED

Appendix G

IMPACT MATRIX PAGE 11

ID #	RACE	SEX	CUMULATIVE ATTENDANCE ***	AT-RISK BEHAVIORS *	CUMULATIVE GPA 1991-92	CUMULATIVE DISCIPLINARY REFERRALS #	TYPE **	COUNSELING INTERVENTIONS*****
2003481	W	M	17 M, 1 U	2	2.0000	0		2,1
2020580	B	M	1 U	4	2.7500	2	2,44	1,5
2029960	B	M	1 E, 3 U	1,4	1.2500	7	12,13,44	1,5
2036401	B	M	1 U, 4 S	1,4	0.8750	8	1,5,12,13,44	1,5
2058464	B	M	2 E	1	1.5000	0		1,5
2058499	B	M	7 E, 5 U	1,4	1.7500	4	10,12,13	1,5
2071061	W	M	13 E, 3 M	3,4	0.5000	4	2,41	1,2,3,4,5
2071096	B	M	1 E, 2 U	1,2,4	1.3750	5	1,2,11,12	1,5
2071398	W	M	4 E, 1 M, 15 U	4	0.7500	22	2,3,7,12,13	1,5
2071428	W	M	4 E,2 M,8 U,7 S	1,4	1.2857	13	3,7,8,10,12,35	1,2,3,4,5
2071444	W	F	9 E, 5 M, 1 U	2,4	2.2500	0		1,5
2071509	W	M	2 E, 3 M, 7 U	1,4	2.1250	11	2,7,10,12	1,2,3,5
2071517	B	F		1	3.7500	0		1,5
2073714	B	M	4 E, 7 U	4	1.6250	6	1,7,10,12	1,5
2079275	B	M	1 U	1,4	1.7500	9	7,10,12,20	1,5
2087359	B	M	2 U	1,4	0.7500	4	11,12,44	1,5
2087650	W	M	2 E, 7 U	4	1.7500	2	41	1,5
2093154	W	M	WD	2,4	WD			
2102862	W	F	1 E	1,2,4	1.3750	7	2,9,13,44	1,5
2104113	W	M	2 E, 8 U	1,4	2.2857	1	10	1,5
2125919	B	F	4 E, 2 U	1	3.2500	2	12	1,5
2146983	W	F	6 E	1	3.5000	0		1,5
2147300	W	M	4 E	1	2.1250	0		1,5
2147343	W	M	3 E, 2 M	4	1.7500	7	2,10,12,34	1,5
2148579	B	M	4 U, 5 S	4	1.7500	1	30	1,5
2156792	W	M	1 E, 4 M, 1 U	4	1.6250	0		1,5
2160714	W	F	WD	2	WD			
2162652	W	M	3 M, 1 U	1,4	3.2500	0		1,5
2163004	W	M	4 E	1,4	1.2500	6	12,13,44	1,5
2163012	W	M	4 E, 1 U, 5 S	1,4	1.5000	10	7,10,12,13,44	1,2,3,5
2163098	B	F	6 E, 2 U, 1 S	1	2.3750	4	10,13	1,5
2173166	W	M	4 E, 2 M, 4 U	4	1.1250	2	11	1,2,3,5
2180774	W	M	4 E, 2 U	2,4	1.7500	1	10	1,5
2185466	W	F	10 E, 7 U	1,4	2.2500	0		1,5
2187604	W	F	9 E, 3 U	2	1.7500	4	12	1,5
2190192	W	M	7 E, 3 M, 1 U	2,3	2.7500	0		1,5
2192888	B	M	6 E, 32 U	2,3,4	1.0000	3	13,44	1,5
2237911	W	M	WD	1,3	WD	1	7	
2251388	W	F	4 E, 11 M, 2 U	2	3.0000	0		1,5
2256363	W	M	8 M	1,3	3.8750	0		1,5
2258684	W	M	2 M, 1 U	3	3.0000	0		1,5

Appendix G

IMPACT MATRIX PAGE 12

ID #	RACE	SEX	CUMULATIVE ATTENDANCE ***	AT-RISK BEHAVIORS *	CUMULATIVE GPA 1991-92	CUMULATIVE DISCIPLINARY REFERRALS #	TYPE **	COUNSELING INTERVENTIONS*****
2264080	W	F	1 M	1,2,4	2.8750	0		1,5
2285894	B	M	2 E, 1 U	2	2.1250	7	10,12,13	1,5
2310996	B	F	9 E, 2 U	1,4	0.8461	21	1,2,5,7,10,12,13,44	1,5
2318199	W	M	8 E	2,4	3.3750	2	10,13	1,5
2322676	W	F	1 E, 13 M, 10 U	1,2	1.8750	1	44	1,5
2324156	W	M	6 E, 15 U	3,4	0.2500	16	1,7,10,12,41	1,5
2326604	B	F	5 S	4	1.3750	6	9,11,12	1,5
2328178	W	F	5 E	4	2.2500	0		1,5
2351838	W	M	2 E,1 M,7 U,2 S	1,4	0.6250	7	10,12,44	1,2,3,5
2385961	W	M	1 E, 2 M, 4 U	3	2.3750	0		1,5
2404524	W	M	1 M, 8 U, 8 S	1,4	1.2000	24	8	1,2,3,4,5
2552752	W	M	1 E, 5 M, 1 U	2,4	2.5000	0		1,5
2609665	W	M	WD	1,2	WD	1		
2639882	W	F	1 E, 1 U	1	4.0000	0		1,5
2653249	W	F	10 E, 3 U	4	3.0000	0		1,5
2657171	W	F	5 E, 4 U	2	2.6250	0		1,5
2661551	W	F		1,2	3.2500	0		1,5
2708760	W	F	WD	2	WD	3	10,12,44	1,5
					109.1175 ****			

* AT-RISK BEHAVIORS
1 = PERSONAL/BEHAVIOR
2 = FAMILY
3 = MEDICAL
4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** ATTENDANCE CODES
E = PARENT EXCUSE
M = MEDICAL EXCUSE
S = SUSPENDED
U = UNEXCUSED

**** CUMULATIVE GPA AVERAGE = .02069

***** COUNSELING INTERVENTIONS
1 = GROUP SESSIONS
2 = INDIVIDUAL COUNSELING
3 = FAMILY COUNSELING
4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

Appendix G

IMPACT MATRIX PAGE 13
1992-1993

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 1st QTR	DISCIPLINARY REFERRALS #	TYPE **	COUNSELING INTERVENTION ***
2003481	W	M		2	2.7143	0		
2020580	B	M		4	1.5714	0		
2029960	B	M	2 S	1,4	1.4286	0		
2036401	B	M	1 E, 2 U	1,4	1.0000	1	12	
2058464	B	M	2 S	1	2.0000	2	10,12	
2058499	B	M	1 E	1,4	1.7143	1	12	
2071061	W	M	3 E, 1 M, 3 U	3,4	1.8571	1	12	
2071096	B	M	1 E	1,2,4	1.5714	3	12,19	
2071398	W	M	2 E, 6 U	4	1.2857	6	7,8	
2071428	W	M	2 U, 5 S	1,4	1.1429	4	2,7,12	
2071444	W	F	2 E, 6 M, 1 U	2,4	0.8571	0		
2071509	W	M	2 E	1,4	2.5714	0		
2071517	B	F		1	3.5714	0		
2073714	B	M	1 U, 2 S	4	1.5714	0		
2079275	B	M		1,4	2.2857	1	12	
2087359	B	M	6 U	1,4	1.1429	2	10,12	
2087650	W	M	3 M, 2 U	4	3.0000	0		
3093154	W	M	2 U, 3 S	2,4	1.4826	8	2,3,10	
2102862	W	F	3 S	1,2,4	1.7143	5	2,3,3,9,10	
2104113	W	M		1,4	3.1257	0		
2125919	B	F	W/D	1	2.0000	0		
2146983	W	F		1	3.2857	0		
2147300	W	M	3 E, 14, M, 1 U	1	2.2857	0		
2147343	W	M		4	2.5714	0		
2148579	B	M		4	3.7143	1	1	
2156792	W	M	1 M	4	1.5714	1	3	
2160714	W	F	W/D	2	WD	0		
2162652	W	M		1,4	2.7143	0		
2163004	W	M		1,4	1.0000	2	11,12	
2163012	W	M	1 E	1,4	2.2857	0		
2163098	B	F	7 E, 1 M, 2 U	1	2.2857	0		
2173166	W	M	W/D	4	WD	WD		
2180774	W	M	1 E, 2 M	2,4	3.0000	1	2	
2185466	W	F	3 E, 1 U	1,4	1.8571	0		
2187604	W	F	2 E, 2 U	2	2.1429	0		
2190192	W	M	1 E	2,3	2.5714	0		
2192888	B	M		2,3,4	1.0000	0		
2237911	W	M	W/D	1,3	WD	WD		
2251388	W	F	5 E	2	3.2857	0		
2256363	W	M		1,3	3.8571	0		
2258684	W	M		3	2.8571	0		

Appendix G

IMPACT MATRIX PAGE 14
1992-1993

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 1st QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
2264080	W	F		1,2,4	2.8571	0		
2285894	B	M	1 U	2	2.0000	0		
2310996	B	F	1 U	1,4	3.4286	4	2,5,7,13	
2318199	W	M	2 E	2,4	2.7143	0		
2322676	W	F	W/D	1,2	WD	WD		
2324156	W	M	3 E, 3 U, 4 S	3,4	0.4286	5	7,12,13,44	
2326604	B	F		4	1.4286	9	2,3,7,11,12,19	
2328178	W	F		4	2.1429	0		
2351838	W	M	W/D	1,4	WD	WD		
2385961	W	M		3	1.5714	0		
2404524	W	M	1 E, 1 U, 3 S	1,4	1.7143	4	5,8,33,44	
2552752	W	M		2,4	1.5714	0		
2609665	W	M	W/D	1,2	WD	WD		
2639882	W	F		1	3.7143	0		
2653249	W	F	3 E	4	3.2857	0		
2657171	W	F	2 U	2	2.5714	0		
2661551	W	F	1 U	1,2	3.2857	0		
2708760	W	F	W/D	2	WD	WD		

* AT-RISK BEHAVIORS
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4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** COUNSELING INTERVENTION
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2 = INDIVIDUAL COUNSELING
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4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

**** ATTENDANCE CODES
E = PARENT EXCUSE
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S = SUSPENDED
U = UNEXCUSED

Impact Matrix

Bryson Middle School

Discipline Reporting System
Infraction Codes

Code	Description
001	Excessive Tardiness
002	Annoying Others
003	Destroying Property
004	Smoking
005	Intimidation
006	No School Materials
007	Rude Behavior
008	Profanity
009	Theft
010	Fighting
011	Excessive Talking
012	Uncooperative
013	Class Cutting
014	Alcohol Consumption
015	Assault
016	Cheating
017	Chewing Gum
018	Controlled Substance Poss/Dist
019	Disobedience
020	Disrespectful
021	Driving/ Auto Violation
022	Failure to Report to office
023	Failure to Report to Detention
024	Failure to Report to ISS
025	False Fire Alarm
026	Forgery
027	Gambling
028	Inciting Fight
029	In Off Limits Area
030	Inappro. Affection Display
031	Lewd Conduct
032	Lying
033	Obscene Gesture
034	Obscene Materials
035	Possession of Stolen Item
036	Plagiarism
037	Refused to Complete Assignment
038	Skipped Detention
039	Trespassing (susp. student)
040	Testing Rule Violation
041	Unauthorized Campus Exit
042	Unauthorized Class Exit
043	Wrestling
044	Other
045	Other

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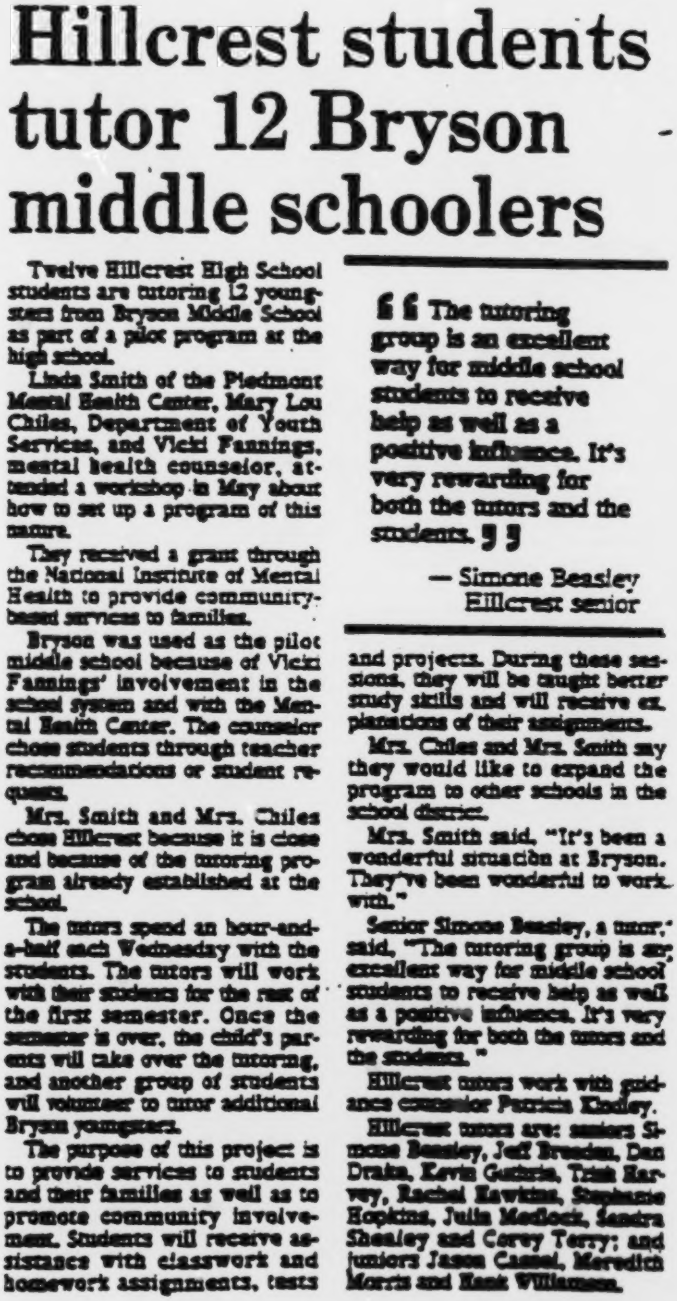
Greenville News-Piedmont

December 12, 1991



Hillcrest students tutor 12 Bryson middle schoolers

Twelve Hillcrest High School students are tutoring 12 youngsters from Bryson Middle School as part of a pilot program at the high school.

Linda Smith of the Piedmont Mental Health Center, Mary Lou Chiles, Department of Youth Services, and Vicki Fannings, mental health counselor, attended a workshop in May about how to set up a program of this nature.

They received a grant through the National Institute of Mental Health to provide community-based services to families.

Bryson was used as the pilot middle school because of Vicki Fannings' involvement in the school system and with the Mental Health Center. The counselor chose students through teacher recommendations or student requests.

Mrs. Smith and Mrs. Chiles chose Hillcrest because it is close and because of the tutoring program already established at the school.

The tutors spend an hour-and-a-half each Wednesday with the students. The tutors will work with their students for the rest of the first semester. Once the semester is over, the child's parents will take over the tutoring, and another group of students will volunteer to tutor additional Bryson youngsters.

The purpose of this project is to provide services to students and their families as well as to promote community involvement. Students will receive assistance with classwork and homework assignments, tests and projects. During these sessions, they will be taught better study skills and will receive explanations of their assignments.

> ❝ The tutoring group is an excellent way for middle school students to receive help as well as a positive influence. It's very rewarding for both the tutors and the students. ❞
>
> — Simone Beasley
> Hillcrest senior

Mrs. Chiles and Mrs. Smith say they would like to expand the program to other schools in the school district.

Mrs. Smith said, "It's been a wonderful situation at Bryson. They've been wonderful to work with."

Senior Simone Beasley, a tutor, said, "The tutoring group is an excellent way for middle school students to receive help as well as a positive influence. It's very rewarding for both the tutors and the students."

Hillcrest tutors work with guidance counselor Patricia Kindley.

Hillcrest tutors are: seniors Simone Beasley, Jeff Breeden, Dan Drake, Kevin Guthrie, Trish Harvey, Rachel Hawkins, Stephanie Hopkins, Julia Medlock, Sandra Shealey and Corey Terry; and juniors Jason Cassel, Meredith Morris and Hank Williamson.

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Appendix I Page 1 Schmechel's Letter

University of
Nebraska
Lincoln
Center on Children, Families and the Law

Lincoln Square
121 So. 13th – Suite 302
University of Nebraska–Lincoln
Lincoln, NE 68588-0227
402/472-3479
FAX 402/472-3412

17 February, 1992

Ms. Susan Hoover, Principal
Bryson Middle School
P.O. Box 338
Fountain Inn, South Carolina
29644-0338

Dear Susan:

I hope you will forgive my tardiness in responding to your note. I had intended to "beat you to the draw" in saying thank-you for sharing your staff and school during last month's inservice day. I hope you don't mind - without your express permission I have been singing the praises of Bryson as I visit with schools here. I want you to know that I truly respect your efforts (and the risk involved in getting support) with such innovative programs. I am sure you assessed my questions as we had that short drive together as zeroing in on precisely how you were able to pull together administrative, staff, and community support for trying new programs. That is a great accomplishment and one I wish I could help other schools and districts achieve here in Nebraska.

Thanks too for the basket of "goodies" - only the golden apple is left, but it reminds me of a very competent school that is on the "cutting edge" of serving students who are "at risk." I do hope to be able to visit again sometime - both the school and the mental health program are agencies from which I can learn. Please give my regards to Vicki.

Sincerely,

Linda Schmechel

Linda Schmechel, Ph.D.
Assistant Research Professor

LS:c

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Self-Esteem Improvement

Session #1

Goals:

A) Understand / Define the construction of self-esteem
B) Name behavioral correlates of self-esteem (general)
C) Increased awareness of judgments made about self and bases for these judgments

Session:

1. Introduce Self

2. Explain Purpose of Group
   *To help you understand what self-esteem means, both in general and for you personally
   *To explain the different behaviors, thoughts, and feelings that are involved in forming our self-esteem
   *To explore ways of improving self-esteem (feeling better about one's self) Explain that no one feels good about him/herself all of the time even people who generally feel good about themselves can benefit.

3. Preview Today's Group
   *Today, we'll talk about 1) What Self-Esteem/self-image is; 2) Behaviors and Feeling involved. We will also complete some exercises related to self-esteem.

4. Go Over Group Rules
   *Distribute a schedule of group times/locations to each student. Explain that this will serve as their hall pass to get to group.
   *Each student is responsible for remembering group times and for keeping up with their schedule/pass.
   *Students who choose to participate in the self-esteem group are to make the commitment to come to all four sessions. Those who do not wish to make this commitment may be excused.
   *All students are expected to participate. You do not have to talk about anything you aren't comfortable sharing, but you are expected to pay attention and respect those who do choose to speak.
   *Confidentiality: You can talk about the group in general outside of here, but any personal information that is shared stays in the group. Discussion Question: Why is this important?

5. Have students fill out the Self-Concept Scale
   DO NOT tell them we are using it to see if their self-esteem improves. Explain that this is one of several exercises we will complete to help us learn about their feelings as well as to help them know themselves better.

Self-Esteem

Discussion Question: Did taking this make you think of things about yourself that you do not usually think about?

6. Definition of Self-Esteem

   Discussion Question: What is Self-Esteem? (write responses on the board--praise efforts).

   *Self-Esteem is the judgments one makes about him/herself.

   *These judgments can be positive, neutral, or negative. They can make us feel good, no different, or bad.

   *Judgments is an important word. This means that it is not just the things that we do or how well/poorly we do them that is important, but rather how we judge ourselves that makes up how we feel about ourselves. So a very outwardly successful person can have low self-esteem as well as a person who does not do well in academics/social life, etc.

7. Specific Aspects of Self-Esteem

   *Discussion Question: Do people always have either high or low self-esteem? (Answer--No, it can change) Why? Tell them to remember our definition of self-esteem. Judgments we make about ourselves can change depending on what is happening in our life, when, where, etc. (Example, we may judge ourselves as being very successful and intelligent after scoring well on a test, however, a week later we may judge ourselves as being failures when we do not make the cheerleading squad or the football team)

   *Discussion Question: Do you feel really good about yourself in some situations and bad in others?

   *have students list areas of life/behaviors by which people judge themselves (Write on board--help them if necessary). Help them distinguish some basic areas:

   a. Performance school, athletics, clubs, hobbies
   b. Appearance: physical attractiveness, hygiene, clothes (emphasize fit and neatness)
   c. Relationships: family, peer, romantic, with other adults
   d. Self-Image: how you view yourself and how you think others see you (this is hard adolescents, body changing, new feelings/behaviors, not knowing whether these things are good or bad)

8. Introduce Concept of Basic Needs and the relationship to Self-Esteem

   *All of the things that we just mentioned are important in our judgments of ourselves; but there are also some more basic needs we have that we strive to meet that also affect how we feel and judge ourselves.

Self-Esteem

Needs (let them try and name--guide them to these)
Body: food, shelter, clothing
Mind: Necessary skills (writing, reading, thinking)
Heart: We are social animals, we need to feel loved and to love others
*Exercise #1: What Do I Need?
*Discussion Question: How are these basic needs related to the areas we listed above by which we judge ourselves?
*Discussion Question: Which are the areas that you look to most to make judgments about yourself?

DIVORCE GROUP

1st Session

1. Students share their name and 1 reason they chose to be in the group.
2. Discuss confidentiality and adhere to the rules during the sessions.
3. Hand out parental letters to be sent home and returned by the next session.
4. Complete "Finding Out About the Divorce" handout (p. 14 in When Your Parents Get a Divorce).
5. Discuss different types of feelings from "How Do You Feel Today?" handout. Allow students time to share.
6. Brainstorm - Constructive ways to handle feelings.
7. Complete "How Do I Feel About Divorce?" handout. Leave with Group Leader to assess needs for the next 2 sessions.

FRIENDSHIP SKILLS

Goals for Group:

1. Students will learn to communicate more effectively.
2. Students will learn how to initiate conversations, make friends, and feel more comfortable in social situations.
3. Students will learn specific cooperation skills.
4. Students will understand and practice skills necessary for adaptive conflict resolution with peers and others.
5. Students will learn to respond appropriately to teasing.

1st Sessions of Groups

COMMUNICATIONS

Communication is the process by which one person sends messages to another with the intent of giving information or getting a response.

Effective communication takes place when the person getting the message understands it the way the person sending the message intended it.

Active Listening Skills

A. Focus Attention - When you're really listening to someone, that person should have 100% of your attention.

   1. Notice his/her nonverbal as well as verbal messages.

   2. "Tune-out" the thoughts in your head and concentrate on the speaker. Try to "step into his/her shoes" and understand things his/her way. Don't be judgemental, just listen.

   3. Don't rush the speaker. Allow plenty of time. Don't jump in at the first gap in his/her words - wait a few seconds before you respond.

B. Encourage the Sender to Speak

   1. Maintain eye contact.

   2. Nod your head occasionally.

   3. Ask questions on the topic.

   4. In a few words, let the speaker know that you're listening and understand by reflecting (stating back) one of his/her main points.

1st Sessions of Groups

Session 1: Communication Skills

Materials: index cards with instructions, paper, pencils, flip chart.

1. Share rules of group (p. 3 Student Handbook)
   -all personal information shared with the group is confidential
   -attendance and participation necessary
   -take turns speaking and respect others by listening quietly
2. Brief overview of 4 Sessions of Friendship Skills
3. Introduction
   -Use Name Game to get to know one another (p. Student Handbook)
4. Have students brainstorm about important aspects of friendship (what is a friend?/what is not a friend?)
5. Discuss communication as a vehicle by which we interact with others and thus make friends.
   a) Modes of communication - verbal and non-verbal
   non-verbal: eye contact, body posture, movements, stance, distance
6. Give students messages in index cards to role play conflicted messages (emphasizes importance of attending to both verbals and non-verbals in communicating with others)
7. Discuss listening skills
   1. Active listening - give examples (p. Student Handbook)
   2. Importance of questions and reflection
      -Complete communication exercise in SCOPE manual p. 58 - describe the drawing and have them draw it without seeing it and without asking questions. Compare drawings to original and discuss importance of good communication with lots of questions to make sure everyone gets "the same picture"
8. Assignment: Students will practice awareness of verbal and non-verbal messages through the coming week

Session One
Mixed Messages Exercises

Verbal	Non-verbal
a) It's OK with me that you made cheerleader and I didn't	Jealousy
b) I really like you and want you to go to the game with me	Shyness
c) I hope you have a wonderful weekend	Anger

(Make up ones that fit the situations the group identifies with)

GROUND RULES OF THE GROUP

All personal information shared by group members is confidential and not to be discussed outside of the group.

Attendance at all sessions is expected for successful completion. The student is responsible for telling the group leader if an emergency comes up and the student can't make the group.

Participation is encouraged and necessary, however, anyone is free to decide not to participate in a particular exercise or to answer a particular question.

Only one person may talk at a time unless a certain exercise calls for something different.

Students are free to express their thoughts and opinions without being criticized.

No student shall attend a group meeting under the influence of alcohol or drugs.

School rules must be followed.

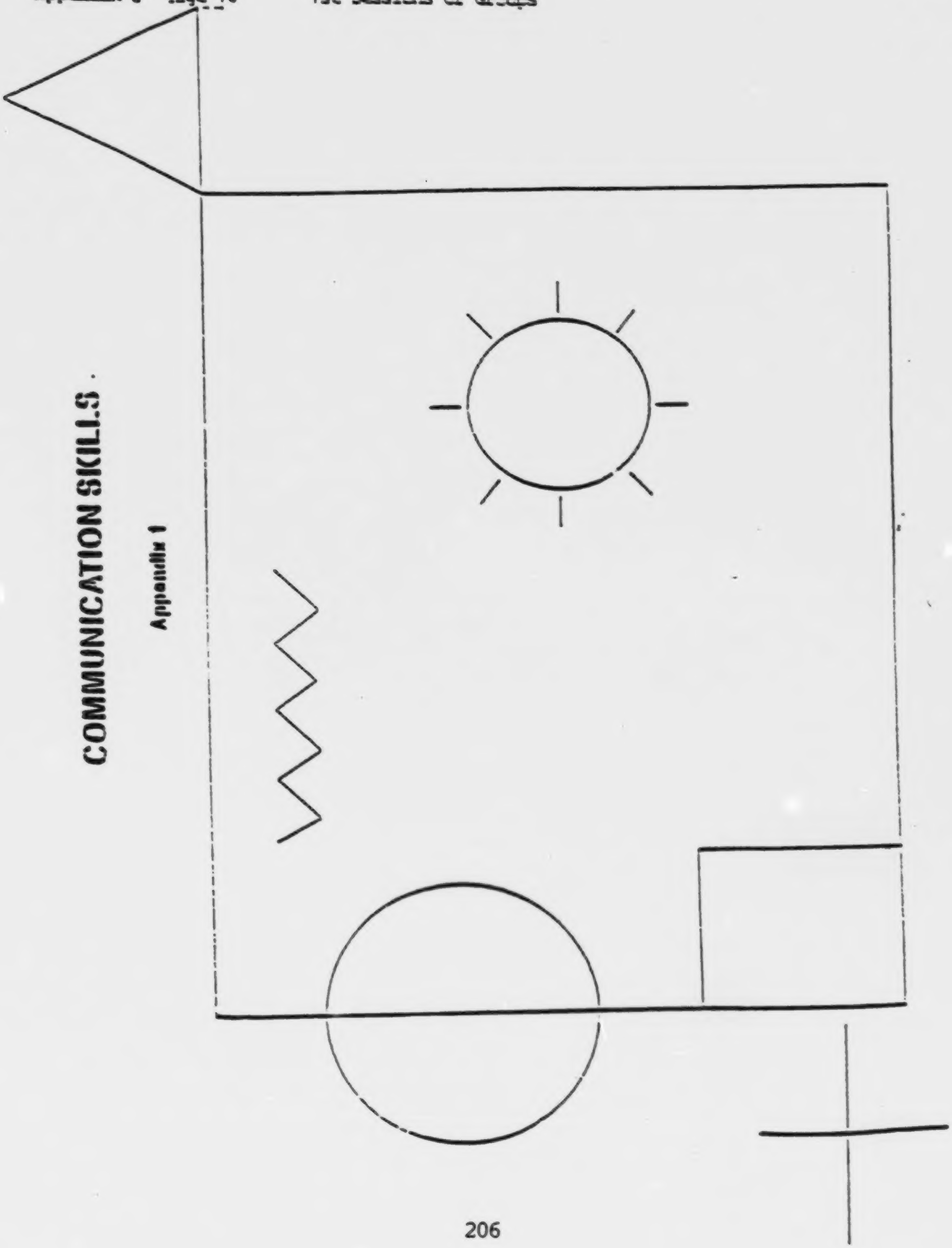
The Name Game

Purpose: To help group members learn each others' names, feel comfortable speaking in the group and learn positive things about each other. If the group members already know each other, use variation B or C to begin with, otherwise use A and B or C. The group sits in a circle.

A. Leader starts by saying, "I am Ms. Jones." The first member to the right says, "I am Jane and that is Ms. Jones." This continues around the circle until the last person has repeated everyone's name.

B. The second time around, each person adds something he/she likes to do in addition to his/her name. For example, "I am guitar playing Ms. Jones." "I am piano playing Jane, and that is guitar playing Ms. Jones." and so on around the circle.

C. Another variation is to have each person add an adjective that describes how he/she is feeling at the moment. "I am happy Ms. Jones." "I am tired Jane, and that's happy Ms. Jones."



COMMUNICATION SKILLS

Appendix 1

STUDY SKILLS GROUP

Session 1

1. Have students introduce themselves and tell the reason(s) they chose to participate in this group.

2. Review the rules for this group.
   a. Students are responsible for knowing when/where their group will meet and should be present for each session (Give students a copy of the group's schedule).
   b. Students are expected to keep all information shared in the group sessions confidential. (Explain this term and get an oral agreement on confidentaility from each student)
   c. Students are expedted to participate in discussions and to listen quietly while others are speaking.
   d. Students are to bring all necessary materials to group meetings (such as pens, pencils, class handouts, assignment sheets, etc.).
   e. Students need to complete all homework assignments in order to receive the full benefit of these sessions.

3. Discuss self-evaluation measures.
   a. Have students complete self-evaluation sheets then discuss with them what areas contribute to problems with studying.
   Classroom: Are you well prepared?
   Do you take notes if necessary?
   do you write down assignments?

   Home: Do you schedule your afternoons/evenings so that you have a specific study time?
   Do you study in a specific, quiet, well-lighted place?
   Do you make a list of everything you need to do and check it off as you study?
   b. Give students a schedule to fill out for next week so they may assess what they are doing with their time and where they may be wasting time. Explain the importance of recording honestly so that effective changes may be discussed and of recording frequently during the day.

4. Discuss the roles of students, parents, and teachers. Provide copies of handouts explaining the roles each plays.

5. Give test on following directions and follow up this activity with a discussion of how following directions improves academic performance.

6. Remind students of their assignment and their responsibility in keeping up with the group's meeting schedule.

EFFECTIVE STUDY SKILLS
(One Session Presentation)

I. Introduction

- A. Brainstorm and discuss the problems students had in studying for semester exams (or their most recent assignments, tests, etc.).
- B. Relate this discussion to ideas mentioned on "How Do You Survive School?" handout.

II. Self-evaluation

- A. Have students take the "Self Test on My Study Habits."
- B. Interpret the results and discuss the key problem habits students have.

III. Guidelines for Improving Studying Time

- A. Discuss where to study ("Studying" handout)
  1. What to avoid
  2. What to do/look for

  (incorporate "Suggestions for Creating a Good Study Environment" handout in this discussion.)
- B. Discuss how to study ("Studying" handout)
  1. Weekly assignment sheets
  2. Study schedules for time away from school
  3. Tough subjects first
  4. Studying with a purpose

IV. Importance of participating in class
(Refer to handout "Participation in Class.")

V. Roles
- A. Teachers
- B. Parents
- C. Students (especially emphasize their responsibilities)

(Materials for this presentation are taken from The Super No-Sweat Study Guide)

Assignment: continue working on time schedules and target times available when studying could be done.
Make at least two changes this week that should help improve performance in school.
Work on becoming a better listener.
Remember to utilize the best resource available to students: their teachers!

STRESS MANAGEMENT GROUP

1st Session - Understanding Stress

1. Define what stress is and discuss its causes and effects.

2. Determine some of the stressors in the students' lives and how they handle their stress. Have students list these stressors and their SUDS rating (0-100) on the handout "Things That Bother Me." (Brainstorm with students about possible ideas of things to include on their lists).

3. Allow students time to share some of the things currently causing them stress.

4. Discuss the symptoms of stress.

5. Give students the handout for their parents "How to Help Your Child."

6. Take up the "Things That Bother Me" handout and keep for the next session's rating time.

7. Explain the usefulness of keeping a daily log/journal of the hassles and problems the students encounter and recording how they deal with these situations.

   Assignment: Students are to begin keeping a daily journal.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Weekly Journal 1. Struggles that worked 2. Ideas to Remember
Due in School								Week 1
Do at Home								
Due in School								Week 2
Do at Home								
Due in School								Week 3
Do at Home								
Due in School								Week 4
Do at Home								
Due in School								Week 5
Do at Home								

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Appendix K Page 2
Homework Sheets

Assignments and Behavior

First Period ______________________________

____

____

Second Period _____________________________

____

____

Third Period ______________________________

____

____

Fourth Period _____________________________

____

____

Fifth Period ______________________________

____

____

Sixth Period ______________________________

____

____

Seventh Period ____________________________

____

____

SCHEDULE OF MY "AWAY FROM SCHOOL" TIME

WEEKDAYS AFTER SCHOOL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					

After filling in the spaces, circle the times each day that you could use as study time. Make a habit of studying at these times each day.

WEEKENDS

	Saturday	Sunday
9:00 AM		
10:00		
11:00		
12:00 PM		
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		
11:00		

Circle the times each day that you could use as study times. Make a habit of studying at these times on the weekends.

Appendix L Page 1
Tutoring/Parent Contract

TUTORING CONTRACT

If you the parent choose to participate in this study, you will be asked to sign this form stating that you agree to the following:

I. I will be responsible for providing transportation for my child from Standing Springs Baptist Church to my home at 5:00 pm each Wednesday.

II. I will be cooperative with the tutoring program and follow up with my child's studies at home each day.

III. I will participate in any scheduled meetings deemed necessary to evaluate my child's progress by meeting with Helen Smart.

IV. I will contact Vicki Fanning at 967-1842 by Wednesday at 12:00 noon if my child is sick and unable to participate in the tutoring.

V. I understand that my child is expected to attend every session. I will not schedule any medical or other appointments for my child on Wednesdays from 3:30 pm to 5:00 pm.

VI. The following types of information will be gathered and reviewed:
  A. Background information, such as school history, family history, etc.
  B. School attendance
  C. School grades
  D. Disciplinary referrals
  E. Arrest data

VII. All of the information from interviews and from school reports will be handled confidentially by the research staff within the limits of South Carolina law and the information will only be released anonymously (without names attached)

VIII. Your signature below indicates your willingness to participate in this program. A copy of this informed consent form will be given to you.

Signature (Parent or Guardian) ______________ Date ______________

Witness ______________ Date ______________

Appendix M

IMPACT MATRIX PAGE 1
NEW AT-RISK GROUP
1992-1993

ID #	RACE	SEX	ATTENDANCE	AT-RISK BEHAVIORS *	GPA QTR	DISCIPLINARY REFERRALS #	TYPE **	COUNSELING INTERVENTION ***
247659563	B	M	1,4					
249597438	B	M	1,4					
249656141	B	M	1,4					
251631673	B	M	2					
250716031	B	M	1,2,4					
251471134	B	M	1,2					
159702715	B	M	1,2,4					
250436573	B	M	1,4					
820001536	B	M	1					
882148307	B	M	1,4					
248617305		M	1,2,4					
150633486		F	1,4					
822162946		F	1,2,4					
251454410		M	1,2					
247451817		M	2,4					
251658671		F	2,4					
251511922		F	1,4					
250024581		F	1,2					
248571190		F	2,4					
250591186		M	1,2,4					
248472534		F	3,4					
247755811		M	1,2					
249670980		F	1,2					
250472684		F	1,2,4					
251657983		F	1,2,4					
128607532		M	2,4					
414358607		M	1,2					
250515809		M	1					
882295261		M	1,4					
249696741		F	1					
248479310		F	1,2					
248499529		M	1,2					
251658806		M	1,4					
250773835		M	3					
248670441		M	1,2,3					
248472313		F	1,2					
250735348		M	2,4					
251698847		F	1,2					
248518063		F	1,4					
247713156		M	1					
251733291		F	1,2					

Attendance, grade-point averages and number and types of discipline referrals will be computed after each quarter. The types of counseling at the end of the project.

Appendix M

IMPACT MATRIX PAGE 2
NEW AT-RISK GROUP
1992-1993

ID #	RACE	SEX	ATTENDANCE	AT-RISK BEHAVIORS *	GPA QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
247554468		M	1,2,4					
251675620		F	1,2					
820001546		M	3,4					
250450285		M	1					
249514572		F	1,4					
251697253		F	1,3					
251618931		M	1,2					
249675437		M	1					
882657406		F	1,2,4					

* AT-RISK BEHAVIORS
1 = PERSONAL/BEHAVIOR
2 = FAMILY
3 = MEDICAL
4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** COUNSELING INTERVENTION
1 = GROUP SESSIONS
2 = INDIVIDUAL COUNSELING
3 = FAMILY COUNSELING
4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

**** ATTENDANCE CODES
E = PARENT EXCUSE
M = MEDICAL EXCUSE
S = SUSPENDED
U = UNEXCUSED

Appendix M

IMPACT MATRIX PAGE 3
NEW AT-RISK GROUP
1992-1993

ID #	RACE	SEX	ATTENDANCE ****	AT-RISK BEHAVIORS *	GPA 1st QTR	DISCIPLINARY REFERRALS #	DISCIPLINARY REFERRALS TYPE **	COUNSELING INTERVENTION ***
247659563	B	M	HOMEBOUND	1,4	2.7143	0		
249597438	B	M		1,4	1.2857	0		
249656141	B	M		1,4	3.2857	0		
251631673	B	M	1E	2	3.1429	0		
250716031	B	M		1,2,4	1.1429	0		
251471134	B	M		1,2	2.1429	2	7,10	
159702715	B	M		1,2,4	1.8571	0		
250436573	B	M	WD	1,4	WD	WD		
820001536	B	M		1	2.5714	0		
882148307	B	M		1,4	0.8571	1	5	
248617305	W	M		1,2,4	2.2857	0		
150633486	B	F	2M	1,4	1.7143	1	10	
822162946	W	F	1E,1U	1,2,4	1.4286	0		
251454410	W	M		1,2	3.0000	1	10	
247451817	W	M		2,4	2.0000	2	10,11	
251658871	B	F	1U	2,4	2.4826	0		
251511922	W	F	4E,1U	1,4	2.2857	0		
250024581	W	F	2E	1,2	2.7143	0		
248571190	W	F	12M,3U	2,4	2.4286	0		
250591186	W	M	1E	1,2,4	2.0000	0		
248472534	W	F	2E	3,4	3.0000	0		
247755811	W	M	1E	1,2	3.0000	0		
249670980	W	F	1E,7M,2U	1,2	3.2857	0		
250472684	B	F	1M	1,2,4	2.7153	1	10	
251657983	W	F	2E	1,2,4	1.8571	0		
128607532	W	M		2,4	2.4286	0		
414358607	W	M	1E	1,2	2.7143	1	2	
250515809	W	M		1	2.8571	0		
882295261	W	M	3E	1,4	2.1429	0		
249696741	W	F		1	2.8571	0		
248479310	B	F		1,2	1.5714	0		
248499529	W	M	1E	1,2	3.4286	0		
251658806	W	M	1E,3M	1,4	3.0000	0		
250773835	W	M	1E,10M, 1U	3	3.2857	0		
248670441	W	M	1M	1,2,3	2.4286	0		
248472313	B	F	1U	1,2	2.7143	2	2,10	
250735348	W	M	2E	2,4	1.5714	0		
251698847	W	F	1E	1,2	2.5714	0		
248518063	B	F		1,4	2.5714	1	10	
247713156	W	M		1	2.4286	0		
251733291	W	F	1E	1,2	1.7143	0		

AppendiX M

IMPACT MATRIX PAGE 4
NEW AT-RISK GROUP
1992-1993

ID #	RACE	SEX	ATTENDANCE	AT-RISK ****BEHAVIORS *	GPA 1st QTR	DISCIPLINARY REFERRALS		COUNSELING INTERVENTION ***
						#	TYPE **	
247554468	W	M	2E,2M	1,2,4	1.0000	0		
251675620	W	F		1,2	2.4286	0		
820001546	W	M	3U	3,4	1.5714	1	44	
250450285	B	M		1	2.8571	0		
249514572	W	F	2E,1U	1,4	2.8571	0		
251697253	W	F	3E	1,3	3.8571	0		
251618931	W	M		1,2	2.1429	0		
249675437	W	M		1	3.0000	0		
882657406	W	F		1,2,4	2.8571	0		

* AT-RISK BEHAVIORS
1 = PERSONAL/BEHAVIOR
2 = FAMILY
3 = MEDICAL
4 = GRADES/PLACEMENT

** OSIRIS DISCIPLINE CODES (see attached)

*** COUNSELING INTERVENTION
1 = GROUP SESSIONS
2 = INDIVIDUAL COUNSELING
3 = FAMILY COUNSELING
4 = SYSTEMIC REFERRALS TO OTHER AGENCIES
5 = TEACHER CONSULTATION

**** ATTENDANCE CODES
E = PARENT EXCUSE
M = MEDICAL EXCUSE
S = SUSPENDED
U = UNEXCUSED

MENTAL HEALTH ASSOCIATION IN SOUTH CAROLINA
1823 Gadsden Street
Columbia, S.C. 29201
(803) 779-5363

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Committee On The Needs of
Children With Emotional Handicaps
Thursday, April 16, 1992
SC Department of Mental Health
Commission Room (Third Floor)
9:00 a.m. - 1:00 p.m.

AGENDA

	Welcome	Carol Garvin, Chair MHASC
I	Report on Dept of Education Response to Committee Recommendation	Dr Nancy Dunlap Department of Education
	Committee Discussion, Reaction	
II	Status of IDEA	Victoria Byerly Education Associate Department of Ed.
III	Department of Mental Health:	
	CAASP Project Report	Linda Smith, Project Director Susan Hoover Principal, Bryson Middle School Vicki Fanning MH Counselor Piedmont MHC
	Report from Division of Children, Adolescents, & Their Families	Louise Johnson Assistant Director
IV	MHASC: Legislative Activities	Carol Garvin Public Policy Chair, MHASC
	New Parents' Manual	Tom Hart, President MHASC
V	Future Committee Activities	Group Discussion

Catered lunch will be served at 12:00 Noon.

A Division of the National Mental Health Association
A United Way Agency

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Appendix O Page 1 South Carolina Children's Advisory Committee

DMH South Carolina
Department of
Mental Health

Commissioner's Office
2414 Bull Street/P.O. Box 485
Columbia, SC 29202
(803) 734-7780
Information: (803) 734-7766

Joseph J. Bevilacqua, Ph.D.
State Commissioner

September 9, 1992

Susan Hoover
Principal
Bryson Middle School
793 Bryson Drive
Fountain Inn, South Carolina 29644-0338

Dear Ms. ~~Hoover~~:

The Department of Mental Health has recently established a Children's Advisory Committee for our State Planning Council. This Committee will be involved in setting DMH goals in the area of child and adolescent services and in advising our Planning Council if the Department is meeting these goals. The Committee is chaired by Becky Miles, Executive Director of the South Carolina Mental Health Association, and will include parents and representatives from State and private agencies that serve children. We would like to ask you to join us on this Committee.

Our next meeting will be held Tuesday, October 20, 1992 from 9:30 to 11:30 in Room 323 of the Department of Mental Health Administration Building, 2414 Bull Street, Columbia.

I hope you will be able to join us, and, if you have questions or would like further information, please feel free to call me or Kitty Hepfer of my staff at 734-7849. Thank you very much for your consideration.

Sincerely,

Joseph J. Bevilacqua, Ph.D.
Commissioner

MENTAL HEALTH COMMISSION

[illegible], Chairman, Columbia
[illegible], Vice-Chairman, Summerton
[illegible], Georgetown

[illegible], Columbia
[illegible], Columbia
[illegible]

[illegible], Charleston

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"Remember The Children"

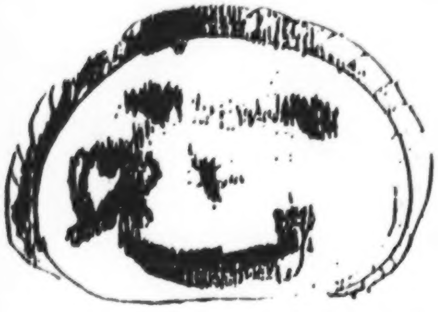
The Third Regional
Mental Health Association Conference

on

Children, Adolescent, and Family Issues

for

Parents, Professionals, and Advocates



Art Work by Shirley, age six

October 22-24, 1992
Quality Inn NE
Columbia, SC

The Annual Meetings of
The MHA in South Carolina
and
The MHA in North Carolina

B4	**School Based Mental Health Services: A Working Model**
	Vicki Fanning, MEd Mental Health Counselor Bryson Middle School
	Susan Hoover, MEd Principal, Bryson Middle School
	Linda Smith, CASSP Coordinator, Piedmont Center for Mental Health Services
B5	**Tour: Mentoring Center**
	Mary Nichols, MEd
3:15 - 3:30 PM	**Hospitality Break**
3:30 - 5:00	**Workshops**
C1	**Prevention: Model Program for Teenage Mothers**
	Frances Giles Grant, MSW, ACSW DHEC Teen Parenting Pilot Project Catawba Health District
C2	**Working MH Models: Elementary, Middle, and High School Perspectives**
	Stephanie White, MA St. John's High School - John's Island
	Emory Williams, North Augusta Elementary
	Margaret Peach Wilson, MA McCracken Junior High - Spartanburg
C3	**A Continuum of Alternatives to Hospitalization**
	Mande Dobbins, MSW Executive Director, Windwood Farms
	Kathy Joyner, MEd Charleston Dorchester CMHC
	Pamela Williams King, MA, LPC, LMSW Child and Adolescent Services Coordinator, Piedmont Center for Mental Health Services
	Mae McGee, MEd Charleston Dorchester CMHC
C4	**Family Preservation: Professionals and Parents as Partners**
	Rob Frolick, MEd Family Preservation Project, Catawba CMHC Chester
	Anita Springs, MSW Family Preservation Project, Catawba CMHC Chester
C5	**Tour: Making the Most of Community Resources**
	Pat Alexander, Director of Volunteer Programming, SC Department of Mental Health
	Jean Handel, Coordinator of Volunteers, Columbia Area CMHC
B5	Continued from 1:45

(continued on back panel)

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